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ABSTRACT

This fourth evaluation progress report concerns the "Community Discovered" project, currently completing its third year of operation, a 5-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. The report states that the project builds upon and extends the impact of the initial pilot project, the Art and Technology Integration Project, which was conducted by Westside Community Schools and Grand Island Public Schools in Nebraska. It also states that the "Community Discovered" project is continuing to make substantial and consistent progress in its training, classroom integration, and evaluation activities. According to the report, teachers in the project received training in creating integrated curriculum, various technology/Internet skills, constructivism, and how to utilize the arts in an interdisciplinary unit. The report explains that the evaluation process continues to use multiple sources of information and includes a comprehensive approach to data collection that is targeting information related to each project goal and objective. These data sources include teacher survey data; electronic data; classroom observations and videotapes; teacher and student interviews; student projects and portfolios; teacher growth plans; focus groups; standardized and teacher-created test data; attendance records; trends in disciplinary actions; stakeholder surveys; and teacher classroom research initiatives. The report summarizes the status of each project objective (along with organizational goals and related evaluation activities) in a narrative section. Extensive appendixes are attached. (BT)

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I. Project Identification

Westside Community Schools / District 66

3534 South 108th Street, Omaha, Nebraska 68144

Award No. R303A50443

***The Community Discovered*:**

The Search for Meaning Through the Integration of Art and Technology in K-12 Education

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Neal Grandgenett

Evaluation Progress Report No. 4

Prepared by:

Ronald Abdouch, Project Director in cooperation with

Neal Grandgenett, Neal Topp, Elliott Ostler, Bob Pawloski, Mike Timms, Joan Peterson,

Project Evaluation Team

SO 031 241

Submitted: November 20, 1998

For budget period of January 1, 1998-December 31, 1998

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II. Project Summary

This report, submitted to the U.S. Department of Education, is the 1998 annual report of the Project: The Community Discovered: *The Search for Meaning through the Integration of Art and Technology into K-12 Education.* It is referred to in this report as *The Community Discovered* and is currently completing its third year of full operation. It is a five-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. A special emphasis has been placed on serving disadvantaged students in rural and urban areas. The focus of this project is to develop curriculum models of engaged student learning using technology and resources of the Internet. Five art museums are currently involved: The National Museum of American Art, Smithsonian Institution; The National Museum of Wildlife Art; The Joslyn Art Museum; The Museum of Nebraska Art; and The Sheldon Memorial Art Gallery and Sculpture Garden. In addition, the John F. Kennedy Center for Performing Arts, the Getty Education Institute for the Arts, and the Omaha Community Playhouse have also assisted with the project.

This project is being conducted by Westside Community Schools in Omaha, Nebraska. *The Community Discovered* has expanded the mission of Prairie Visions: The Nebraska Consortium for Discipline-Based Art Education. Prairie Visions is a consortium of nearly 100 Nebraska school districts, the Nebraska Department of Education, the Nebraska university system, three Nebraska art museums, and other art and education agencies. Prairie Visions has been sponsored by the Nebraska Department of Education, the Getty Education Institute for the Arts, and the Nebraska Art Teachers Association. Recently, administration of Prairie Visions has been transferred from the Nebraska Department of Education to the Nebraska Arts Council.

The Community Discovered builds upon and extends the impact of the initial pilot project, The Art and Technology Integration (ATI) Project, which was conducted by Westside Community Schools and Grand Island Public Schools in Nebraska. The ATI project received a two-year grant from the Excellence in Education Council, which was funded by Nebraska state lottery proceeds and completed in June, 1997.

The Community Discovered project has five goals:

- to enable students to achieve high academic standards by integration of the arts and technology into core subject areas
- to provide students and educators equity in access to information and museum resources at the state and national levels
- to enable educators to effectively use appropriate technologies for constructivist teaching and learning across the curriculum
- to enable educators to implement effective curricula incorporating the arts and technology in core subject areas
- to create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology, and the arts with other core subject areas

To help facilitate realization of the goals and evaluation of the project, a three-tiered advisory board is in operation and is being utilized throughout the project. The members of these boards are asked to interact with project staff for the purpose of guiding the evolution of the project and providing feedback regarding the outcomes. The members of the boards and the descriptions of the purposes are provided in Appendix F. The three tiers are defined as the Board of Advisors (BOA), a group of nationally respected professionals with connections to the goals and activities of the project; the Community of Friends (COF), a group of parents and community representatives who share an interest in the goals of the project and are vested in the success of the project as stakeholders in our communities; and the Council of Administrative Partners (CAP), representing individuals from each of the participating districts and partner agencies involved in the actual conduct of the projects activities. Each participating district has also developed its own Community of Friends board and is represented in the larger COF through annual meetings of these boards. The co-chairs of the advisory boards are Senator J. Robert Kerrey and Dr. Elizabeth Broun, Director of the NMAA.

An academic on-line conference for students is being planned for the Spring of 1999. This group of virtual conference participants will include students across the K-12 continuum and from all participating districts. They will also provide input and feedback to project participants and the

evaluation team through a listserv and focus group process. In this way they will assist in providing information about the growth and development of the project. See Appendix K for information on the virtual student conference.

The Council of Administrative Partners continues to meet periodically for a progress update, discussion of project initiatives, and planning activities based on formative evaluation and discussion of participant commitments. The latest annual meeting of all boards was held on April 3 and 4 (1998), which included site visits to each participating school district. All board members, in response to their request to visit classrooms, were divided into small groups on the first day of the meeting for travel to each of the participating districts outside the Omaha area. A meeting of the boards took place in Omaha on day two, with reports and demonstrations from the project teachers and students and each of the arts agencies participating in the project. Members of the project staff and the evaluation team reported on particular aspects of the project and its progress to date. Various members of these boards have also assisted in earlier meetings related to planning for sustainability of the project. The processes used and the outcomes of these meetings are periodically shared at the annual Directors Meetings and the Western Cluster Meetings.

III. Project Status

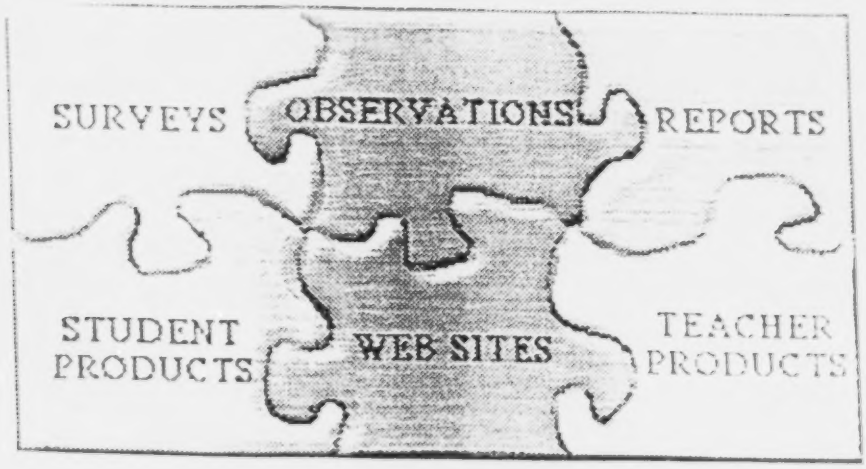
Within its third year of operation, the project "*The Community Discovered: The Search for Meaning Through the Integration of Art and Technology in K-12 Education*" is continuing to make substantial and consistent progress in its training, classroom integration, and evaluation activities. As described in the Project Summary section, the project focuses on enhancing education by developing interdisciplinary constructivist curriculum units that deliver the arts and art resources to the classrooms of Nebraska and the world via use of the Internet. The project is a multi-element education program that: brings the arts and art museums into classrooms electronically; develops computer integration strategies; trains and supports teachers; builds curriculum, instruction, and assessment strategies; and seeks to build a nationwide community for the arts and technology integration. The involvement within the participating districts has been systematic and has included the direct participation of the following.

Project Related Direct Participation				
	'95-'96	'96-'97	'97-'98	'98-'99
Teacher Participants	18	41	76	101
Teacher Partners	18	41	76	101
Students	2,350	5,000	8,000	11,000
Parents	0	34	50	90

Throughout the past year, teachers in *The Community Discovered* Project received training in creating integrated curriculum, various technology/Internet skills, constructivism, and how to utilize the arts in an interdisciplinary unit. Many of the skills learned in these training sessions have been passed on by participants to colleagues partnering with participants and have been institutionalized within the curriculum. District site coordinators have also played an important role in providing both technical and curricular support to participants and partners. They have also worked to maintain the enthusiasm of these teachers by providing help to both teachers and students, in and out of the classroom.

The Evaluation process for *The Community Discovered* continues to expand and evolve, with evaluation related data being collected and systematically reviewed for formative input into specific project objectives and related project activities. The evaluation design is carefully matched to project activities and is implementing a five year plan for both formative and summative review (see Appendix B). The evaluation is essentially that of an "impact analysis." In evaluation studies, impact analysis can be defined as "determining the extent to which one set of directed human activities affected the state of some objects or phenomena, and . . . determining why the effects were as large or small as they turned out to be" (Mohr, 1992, p.1). In this examination of the impact and effectiveness of *The Community Discovered* project, the evaluation design is focused on analyzing data related to each of the five goals and related project objectives. The evaluation determines the general progress and impact of the project on K-12 education in the participating schools and includes a systematic review of the learning environments for both students and teachers. The evaluation also helps document the project as a potential model for replication by other educational institutions and organizations.

The evaluation process continues to use multiple sources of information, and includes a comprehensive approach to data collection that is targeting information related to each project goal and objective. These data types include: 1) teacher survey data, 2) electronic data, such as listserv participation and electronic logs, 3) classroom observations and videotapes, 4) teacher and student interviews, 5) student projects and portfolios, 6) teacher growth plans, 7) focus groups, 8) standardized and teacher created test data, 9) attendance records, 10) trends in disciplinary actions, 11) stakeholder surveys, and 12) teacher classroom research initiatives. All data is summarized and placed within a World Wide Web page format that is available for review by the project staff, participants, and interested stakeholders. The web site representing the evaluation portfolio is: **http://ois.unomaha.edu/cdeval/** The evaluation web site is fairly comprehensive and is organized using the following themes and graphics in order to present the evaluation information clearly.



The evaluation team for *The Community Discovered* project is assembled from the Office of Internet Studies (OIS) in the College of Education at the University of Nebraska - Omaha (evaluation coordination) and WestEd Laboratories, an additional source of external review. The evaluation process emphasizes the blend of both quantitative and qualitative data analysis with conclusions and implications for each reporting period based on multiple sources of data. Reports such as this one are being produced for each reporting period with additional formative feedback provided to the project between reporting intervals (i.e. summaries of teacher survey data), and through dissemination using the evaluation-related World Wide Web page. The status of each project objective (along with organizational goals and related evaluation activities) is summarized in the following narrative.

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Additionally, consensus meetings held to establish partner statements of shared vision, activities, and outcomes for shared sustainability efforts (Appendix D) provide a mutually defined measurement backdrop. These statements are integrated and referenced throughout the report and are reflected in the Evaluation Indicators and examples of the data collected.

It is important to note that the goals and objectives have evolved slightly from their original format as written in the original application. While the content/intent of the original goals and objectives remains unchanged, the organization and numbering of these objectives were altered slightly during the first year of the project (as reported in the first progress report of 2/96).

The project evaluation has documented to date a highly successful project with considerable impact and outcomes, which are summarized under each objective within the Status Section. The Component Summary reflects the wide ranging results of the project (within the format requested). See the Component Summary on the next page.

Note: The Component Summary Table is on the Following Insert Page

The Component Summary Table uses the table format requested by the U.S. Department of Education document entitled: Technology Innovation Challenge Grant Reporting. The rest of this progress report details the status of each objective, in the cumulative approach also suggested in that document.

Goal 1: To enable students to achieve high academic standards by integration of the arts and technology in all core subject areas.

Objective 1.1 80% of students in classes using the modules will show evidence of improved academic achievement as indicated by: a) decline in absenteeism, b) increased student self-concept as indicated by student attitude surveys and focus groups, c) students performing at higher levels as determined by each school's assessment of student progress and electronic portfolios.

Activities	Timeline
• Conduct an examination of longitudinal student attendance records.	1999-2000
• Perform an annual student attitude survey.	1996-2000
• Conduct annual focus groups for students.	1996-2000
• Examine standardized test information on student performance.	1999-2000
• Collect information on student performance (electronic portfolios).	1996-2000
• Have students create an electronic portfolio/multimedia presentations.	1996-2000
• Conduct case studies of selected students involved.	1996-2000
• Collect samples of student work created during unit involvement.	1996-2000
• Provide students access to technology resources that support learning.	1996-2000
• Structure learning to empower students to make connections.	1996-2000
• Use the arts to build holistic teaching-learning experiences.	1996-2000
• Engage students in reflective processes of self-evaluation.	1996-2000
• Promote critical thinking & problem solving through discussion. debate, cooperative learning, and interdisciplinary teaching strategies.	1996-2000

Evaluation Plan

• Selected student attendance records to track absenteeism.	1998-2000
• Selected records inventory to examine standardized test data trends.	1998-2000
• Narrative summaries of focus group feedback.	1996-2000
• Analysis of student attitude data.	1996-2000
• Progress reports of students involved in integrated. constructivist curriculum projects.	1996-2000
• Review of student work from integrated constructivist curriculum.	1998-2000
• Case studies (virtual cases compiled on-line).	1998-2000
• Document evidence of student behaviors of engaged learning.	1996-2000
• Evidence of more analytical thinking (Student Product analysis).	1996-2000
• Electronic tracking of disciplinary actions to monitor trends.	1998-2000
• Electronic tracking of teacher absences.	1999-2000

Status

The Community Discovered project is well underway for the third year of formal activities, and participating teachers continue to develop and initiate appropriate planning and delivery of curricular units. Each of the participating teachers is building on the training received over the previous summer, which provided extensive experiences in technology, discipline based art, constructivism, interdisciplinary planning and teaching, and general integration strategies. Professional development activities are continuing throughout the academic year. Teachers are also periodically reviewing student performance with access to a World Wide Web page journal/log process which is accessible over the Internet. In addition, selected teachers have identified individual students to examine more extensively for a student case study process. Teachers are also initiating work on their curriculum modules/units using a standard format which has been refined over time based on participant input. These modules are available over the project web page. Each unit is being linked to the National Goals for Education, the National Standards for all disciplines, the State Frameworks for all disciplines, specific District Outcomes for the participating districts, individual teacher-learner outcomes identified by the participating teachers, selected student-learner outcomes identified by the participating teachers as related to their specific curricula, and the goals of *The Community Discovered*. Using a centralized web page, these unit plans can be accessed easily by project teachers or other interested educators from around the world. These units reflect the shared vision for what students will be able to do within the project.

Partner Statements of Shared Vision: Students Will:

- feel successful in executing a higher level of thinking skills
- will have the ability to construct knowledge
- more actively engage in and be more responsible for learning
- use appropriate language and vocabulary to communicate about their learning

Example Outcome Indicators/Evaluation Measures:

- reflections/journals
- focus groups
- artifacts (student work)

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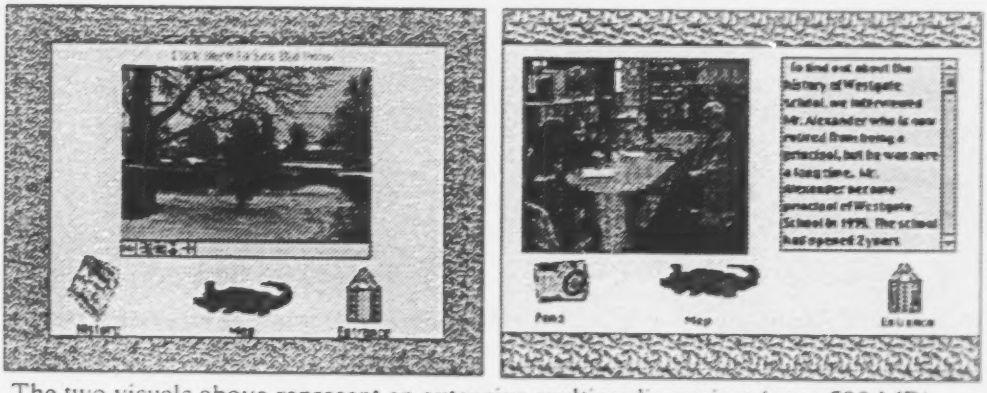
- standardized test scores
- attendance data
- discipline referrals
- rubrics of engaged student learning

Student development work is a strong part of the project, and students are involved in a large variety of innovative and creative projects. Some students have developed electronic products such as electronic portfolios, HyperStudio stacks, panoramic and object virtual reality representations of sculptures, or other lesson-based electronic products utilizing a variety of educational technology software. These electronic student products and multimedia projects are also helping to represent the project within the *Community Discovered* web site, as evidence of student accomplishments. They also help reflect student achievement. Several visuals from various periods of the project represent the very high quality of these student projects.

Student Project Examples:



The two visuals above represent an extensive multimedia project (over 500 MB) completed by students in the Westside School district who were involved with sharing information about themselves, their schools, and their community, with students in Winnebago, using virtual reality panoramas, text, sound, and imagery, in an extensive multimedia development process.

Focusing on the content of: *1998*

Technology: Virtual Reality, Digital Camera, Hypermedia,
Art: Paintings, Story Telling
Disciplines: Social Studies, Writing, Art, History

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Many projects conducted in the Community Discovered Project are very collaborative in nature, such as this impressive mural completed by elementary students under the direction of Ms. Julia Noyes, a professional artist.

Focusing on the content of:	*1998*
Technology:	Digital Camera, Drawing Package
Art:	Murals, Painting
Disciplines:	Art, Social Studies, History

Access URL: http://ois.unomaha.edu/cdeval/stuprods.html

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The Writers Foil Sculpture

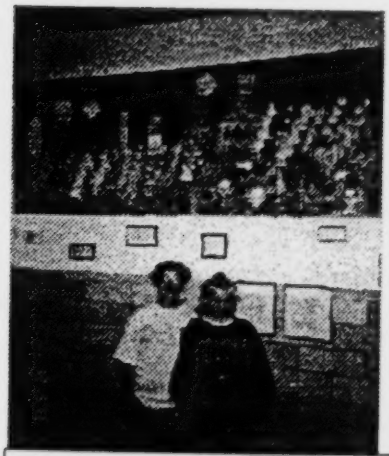
My statue is to honor all writers. If we did not have writers, then we would have no books to read, no magazines, no math books, spelling books, or any books at school. Reading is important because children have to read books to learn.

3rd Grade Student

Focusing on the content of: *1997-1998*

Technology: Wordprocessing, Digital Camera, Hypermedia
Art: Sculpture, Paintings
Disciplines: Art, Social Studies, Writing

Access URL: http://ois.unomaha.edu/cdeval/stuprods.html



About our Mural

Communities need many things. They are natural resources, energy, human resources, government, laws, taxes. Most communities have stores that sell goods. The money people earn in communities is called income. People use their income to pay for services. When people buy services they are called customers. People who make goods are called producers. People in communities go places by transportation such as planes.

5th Grade Students

Focusing on the content of: *1997-1998*

Technology: Wordprocessing, Digital Camera, Paint and Drawing Programs
Art: Murals, Paintings
Disciplines: Art, Social Studies, English

Access URL: http://ois.unomaha.edu/cdeval/stuprods.html

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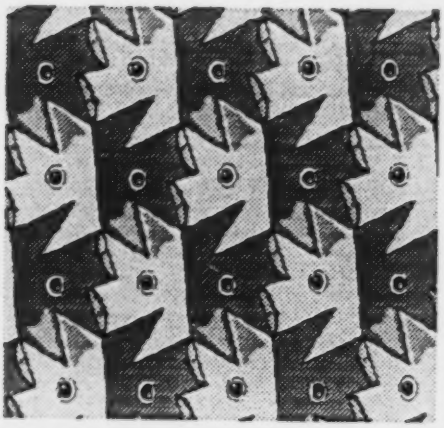
Focusing on the content of: *1996-1997*

Technology:	Virtual Reality	Technology:	Hypermedia
Art:	Sculpture	Art:	Sculpture
Disciplines:	Math, Art	Disciplines:	Art, Writing, Literature

Access URL: http://ois.unomaha.edu/cdeval/stuprods.html



My Pig Tessellation

Babe the pig is young because he has pink ears. He is also famous movie star and has starred in the movie Babe. Babe is about 1 years old. He is very playful and very friendly with the other barnyard animals. He is also very talented. He even knows how to talk. His brother is named Oinkers. He is a brown and green pig. He is green because he fell in a bucket of green paint. He can sometimes be jealous of Babe since Babe is a movie star, but they mostly get along.

7th Grade Student

Focusing on the content of: *1998*

Technology:	Drawing Package, Internet
Art:	Paintings
Disciplines:	Math, Art

Access URL: http://ois.unomaha.edu/cdeval/stuprods.html

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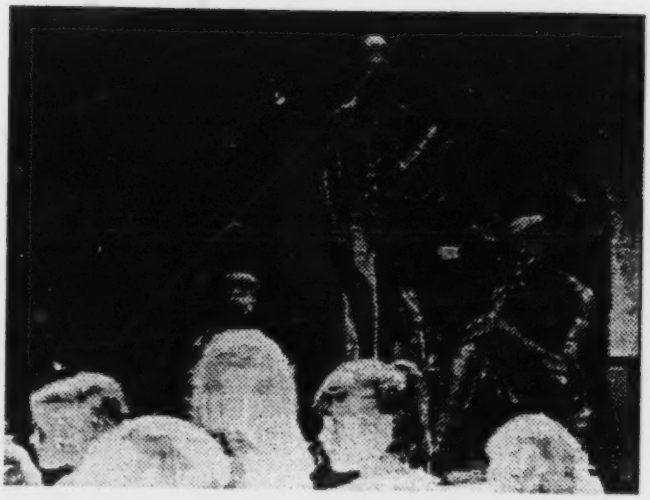


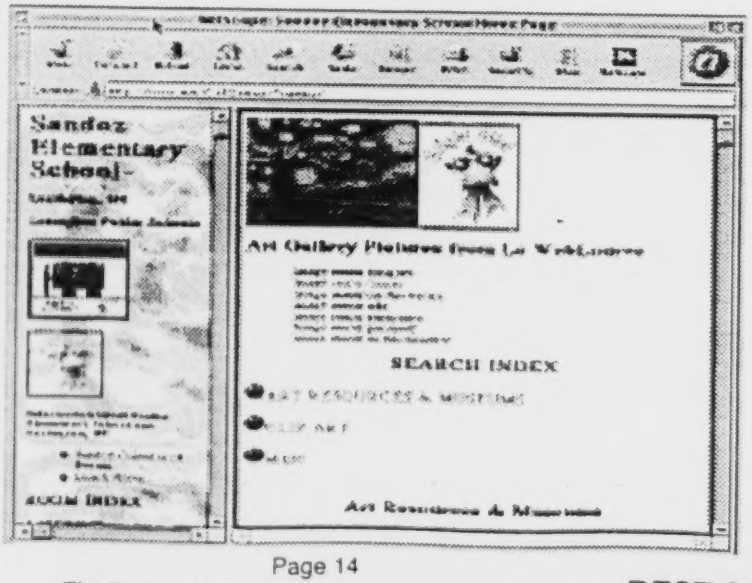
Our Trip to the Stuhr Muesum

The first thing that we looked at in the rotunda was the statue called The Arrow Maker. The sculpture was of a Native American family. The sculpture was covered with bronze. In the sculpture the father was teaching his son how to make an arrow. The mother was carrying firewood.

5th Grade Students

Focusing on the content of:		*1998*
Technology:	Digital Pictures, Internet	
Art:	Sculpture	
Disciplines:	Art, History, Social Studies, Writing	
Access URL:	http://ois.unomaha.edu/cdeval/stuprods.html	

Many of the participating Community Discovered schools are sharing such student products and project related resources on school based web pages, such as this one from Sandoz Elementary in Lexington:



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In addition to the more visual student products, student written products have also been impressive related to various periods of the project, and are represented by these selected writings.

Poetry:
New Perspective: A Tribute to Idu the Storyteller, From Jamie

He looked at them with wonder
Anticipation at us all
Wondering who we were
Teaching us new lessons
Maturity
Confidence
Sharing
Lessons to carry on
To future generations
Helping to build a better world
One day, one smile, one hug at a time
Offering solutions
To simple problems we face
Offering revelations
Helping you look inside yourself
Looking inside myself
Learning new lessons
Changing perspective
Just when I thought I was lost
And couldn't find myself
Someone changed my mind
And gave me a new perspective

Focusing on the content of:		*1998*
Technology:	Word-processing	
Art:	Peforming Arts, Storytelling	
Disciplines:	Poetry, English, Social Studies	
Access URL:	http://ois.unomaha.edu/cdeval/stuprods.htm!-	

Poetry: I love a parade
Big funny moving floats
Cool dancing cartoon characters
Chariotts pulled by black horses
Red, white, and blue flags
And bands with loud music
I Love a parade
3rd Grade Student

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Focusing on the content of:	*1997-1998*
Technology:	Word-processing
Art:	Murals, Paintings
Disciplines:	Art, Social Studies
Access URL:	http://ois.unomaha.edu/cdeval/stuprods.html

Journal:

The most unusual thing at the Joslyn was the statue of Madame Antoinette. As you stood looking at the bronze made statue, it seemed that the statue was looking down you. It glared at you like you were a fool and she was the greatest. The artist also made her hands arched back, like she was going to jump out at you. It was this that made it so unusual.

The best thing about the Joslyn was the paintings of William H. Johnson. I like his kid style and it was enjoyable to look at his paintings. What was tempting was not running my fingers at the obvious rough paintings.

What I will always remember about the Joslyn is the paintings in the Modern Art area. I thought some of them were weird, but I really liked one that made you look and think about them.

8th grade student

Focusing on the content of:	*1996-1997*
Technology:	Word-processing
Art:	Sculpture, Paintings
Disciplines:	Art, Social Studies
Access URL:	http://ois.unomaha.edu/cdeval/stuprods.html

Student attitude information has been collected by the evaluation team and has included student focus groups, interviews, and journal reports from some classrooms. Each of these sources indicate that the project is indeed motivating for students, and student quotes show a real energy and enthusiasm. Representative quotes are included below.

Student Written Reflection:

I learned a lot about art this year. Art has helped me understand other cultures and religions. I've discovered new places with art.

3rd Grade student

Interview:

I like Art. It makes me think. Whenever I do Art it makes me feel good the rest of the day, and I like Math better.

7th grade student

Student Journal Entry:

Art can help me study landforms, people, how they feel, and art helps me learn to have fun. Some artists we have learned about are William H. Johnson, Claude Monet, Picasso, Homer Winslow, and Van Gogh. All of these artists helped me to do better.

3rd Grade student

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Focus group:

The biggest difference between completing my project on the computer and pencil and paper is that paper and pencil is boring. On the computer you have fun and learn.....

-4th grade student

Focusing on the content of:		*1997-1998*
Technology:	Hypermedia, Word-processing	
Art:	Paintings, Poetry	
Disciplines:	Art, Literature, Math Social Studies	
Access URL:	http://ois.unomaha.edu/cdeval/stuprods.html	

Many of the student developed projects are shared within the school and community, in 1998, this was often in the form of a "Street Fair", where individual school districts showcased student work and project related student artifacts.

Focusing on the content of:		*1998*
Technology:	All types of Educational Technology were used	
Art:	A large variety of Arts were represented at the Street Fairs	
Disciplines:	Many different disciplines were represented at the Street Fairs	
Access URL:	http://ois.unomaha.edu/cdeval/stuprods.html	

Teachers within the project have also routinely commented on the potential for the use of the art and related technology to help enhance the teaching of other disciplines such as mathematics. Below is a representative quote from a teacher.

Teacher Quote:

Hello! I have used Art in my 7th grade mathematics classroom often this year. My most successful experience was when I taught my pattern unit and looked at images, music, and dance that included mathematical patterns. The students seemed very motivated by the art, and were more willing to discuss mathematical patterns, and willing to take the risks with their traditional mathematics work to find the patterns.

7th Grade Mathematics Teacher

In several of the participants' classrooms, parents are also surveyed for feedback within the project (often in multiple languages). Such feedback is routinely positive, and the quote below is typical of the parent support for the project.

Parent Survey Response:

Scott shared his excitement of the technology and art activities...he was especially enthusiastic about presenting his Hyperstudio stack to others. I feel Scott was learning a lot without knowing it. Problem solving was a big issue while preparing the Hyperstudio stacks. I noticed Scott was more excited about all his school work during this time.

Parent of 9th grade student

Focusing on the content of:		*1997-1998*
Technology:	Hypermedia	
Art:	Paintings, Performing Arts	
Disciplines:	Art, Literature, Science	
Access URL:	http://ois.unomaha.edu/cdeval/tchrprod.html	

For several quantitative measures, the project is examining classroom-based research data being collected by the project teacher participants which targets outcomes directly linked to their individual project growth plans and classrooms. This classroom-based research data appears positive. As an example, one teacher focused on increased reading scores. Data indicated that students within the project had significantly increased in the

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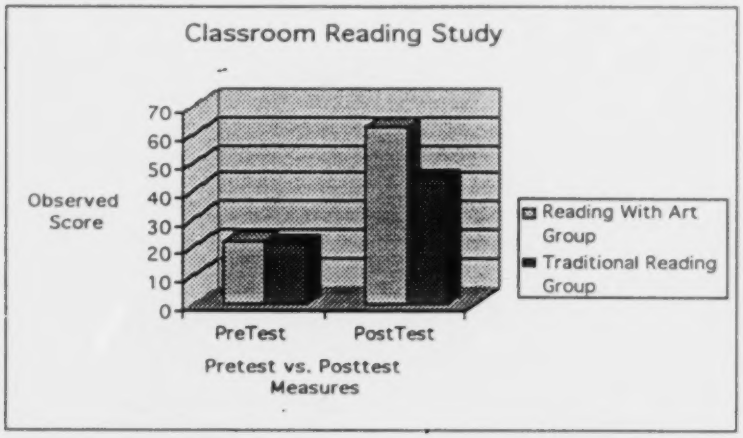
California Test of Basic Skills (CTBS) reading scores from a pretest average of 21.7 to a posttest average of 62.5. This was then compared to a control group (from a similar class which was not involved in the project) that increased to a posttest score of only 43.6.



Teachers are examining a wide range of classroom based achievement through graduate study class options which has include a variety of quantitative measures such as attendance information and standardized test information. A summary of this classroom research analysis is represented graphically below.

	Teacher Classroom Action Research Summary *1998*
	General Results Summary
Reading (n=37)	• The art integration appeared to benefit in CAT 6th grade achievement
Math (n=95)	• Art integration 7th grade groups achieved equally with regular groups on a mathematical patterning test. Qualitative analysis noted more pattern based connections in the art integration group.
Literacy (n=40)	• An art integration 2nd grade group achieved equally with a control group on a teacher made writing tests.
Attendance (n=132)	• Student attendance in several art integration vs. no art integration classes were equivalent.
Art (n=26)	• Third grade students integrating art within several other units greatly improved their attitudes toward art as reflected on a teacher survey.

Within the population being served, subgroups of students who are at-risk for academic failure or who have been verified for special education services are also being identified for targeted evaluation activities. In particular, selected teachers are closely following at least one student each in an individual case study process, which includes focused electronic journaling via web page. In addition, working with other faculty within the University of Nebraska system, the Evaluation Team is also directing the work of graduate students who are conducting thesis related research incorporating project activities. For example, a recent thesis study involved 95 students in an experimental and control group design for a careful examination for art integration into the classroom. An abstract of this thesis is included below, and the full thesis is available upon request from the University of Nebraska at Omaha.

Thesis Abstract: *1998*

An Investigation of Using the Visual and Performing Arts as a Means to Teach Arithmetic and Geometric Patterns. By Darcee Rothe,. University of Nebraska at Omaha

The purpose of this study was to determine if the integration of the visual and performing arts in a mathematics classroom would increase students understanding of arithmetic and geometric patterns. This four week study involved five classes of seventh grade students. There were two control groups of traditional mathematics instruction, and three experimental groups which were instructed using an integration of the arts to teach mathematical patterns. Three different assessment tools were used to gather information to explore the results. The main instrument, the Cognitive Abilities Test, came from the Riverside Publishing Company. The focus of this instrument was on the quantitative and nonverbal portions of mathematical patterning. For additional analyses, art related content answers were also analyzed for an Experiencing the Arts instrument (researcher developed) involving questions directed at a student comparison of two paintings. A student Data Project activity was also used to examine if there appeared to be any transfer of concepts to a student social studies and mathematical patterns task. The results of the Cognitive Abilities Test suggested that teaching in the traditional fashion and teaching with an integration of the arts had similar effects on the students' understanding of mathematical patterns. The qualitative results on the other two instruments suggested that the group who was instructed with art integration tended to make more mathematical connections within the art and pattern related several tasks. The results suggested further study in the instruction of mathematical patterning through the visual and performing arts.

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Goal 2: **To provide students and educators in rural and disadvantaged urban areas with equal access to the information and resources available from state and national institutions associated with the arts.**

Objective 2.1 **A minimum of 750 art images and performing arts resources will be available through the Internet along with curriculum and contextual information for use by educators and students. Images will come from the collections of the Smithsonian NMAA; the Getty Museum; the Joslyn Art Museum; the Sheldon Memorial Art Gallery and Sculpture Garden; The Museum of Nebraska Art; the Kennedy Center; the National Museum of Wildlife Art; and regional performing art agencies.**

Activities	**Timeline**
• Museums will suggest appropriate images for which copyright, issues have been resolved and teachers may select from that pool of images.	1996-2000
• Suggestions by teachers for specific themes, cultures, or time periods will be utilized by museum staff in guiding their efforts to make resources available electronically.	1996-2000
• The museums will digitize 750 art images from their collection (collectively each year).	1996-2000
• Hypertextual and contextual information will be developed to accompany each image.	1996-2000
• Educators will access the images along with contextual information.	1996-2000
• Teachers will review the Smithsonians thematic cluster CDs for potential resources.	1996-2000
• A database of images will be created.	1996-2000
• Teacher requests regarding arts resources that would be most useful will be communicated to partner agencies to guide planning.	1996-2000
• Make teachers aware of new programs on-line as teaching resources.	1996-2000
• Utilize museums' mailing lists for education packets, materials,	1996-2000

and exhibits.

Evaluation Plan

• Survey of museums about number of images selected and digitized will be conducted.	1996-2000
• Analysis of range and quality of images will be conducted.	96, 98, 2000
• Electronic log of "hits" by teachers and by students on digitized images database will be analyzed through Web Site analysis.	1996-2000
• Survey of teachers and students using digitized images resources will be analyzed.	1996-2000
• Survey of hardware and software availability for teachers and students will be analyzed.	1996-2000
• Structured interview of museum personnel will be conducted.	1996-2000
• Site visits to workshops, presentations, etc. will be conducted.	1996-2000

Status

The evaluation team has found that a real strength in *The Community Discovered* is the close working relationship between the museums and educational institutions. A true collaboration has developed between these two sets of institutions, and both are focused helping students learn through the project. A recent example is the mutual collaboration on the planning for The Community Discovered ConferNet 99, which promises to be a model event based upon the idea of a virtual conference for students over the Internet. Productive joint meetings were held on September 24, 1998 and October 1, 1998 related to this planning process (See Appendix K for a description of ConferNet 99 plans).

The Community Discovered Project was also proud to add a new museum partner this year, the National Museum of Wildlife Art. This museum has considerable works of interest to teachers and education and has already moved quickly into a collaborative mode with the other institutions represented in *The Community Discovered.*

Again, this third year (1998), a new group of *Community Discovered* teachers participated in a week long summer workshop at The National Museum of American Art (NMAA) to review available works, learn methods of integrating these images into various curriculum areas, and plan for their classroom use. In addition, discipline based art training was conducted in a joint workshop with faculty from the Prairie Visions Institute. A variety of other workshops have also been held during the project, including the co-hosting of workshops focused on contructivism and technology with the Connections Challenge Grant during 1997 (a Nebraska Technology Innovation Challenge Grant). During 1998, to support overall project scalability, the summer training process was revised slightly to include greater training options for teachers, such as attendance at the Cox Multimedia Academy.

Like any innovative educational reform project, *The Community Discovered Project* is continually striving to keep up to date in its methods and approaches related to teacher training. In pursuit of this goal and building upon the ideas of the project leadership, the evaluation team hosted a "Blue Ribbon Panel" to advise the project on how to continue to support new personnel as the project continues to grow and evolve. This formative evaluation process took place on July 24, 1998, and came up with ten suggestions which can be found in Appendix L, along with the response from the project staff. A brief listing of these suggestions is given below.

Suggestions on the Blue Ribbon Panel on Helping New Participants:

1998

Suggestions from the Panel:

- Establish a web page of human resources available within the project.
- Make Site Coordinator job descriptions clearer to new participants, as well as all participants within the project.
- Evolve into more options for summer inservice activities, to permit a more individualized summer training process.
- Provide a grant writing workshop.
- Redefine the listserv process to be more focused on problem solving.
- Enhance the project efforts in using local expertise related to support of participant efforts and endorsers at a particular site.
- Promote model lessons more substantially within the project, perhaps by a traveling "lesson show."

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- Provide an "executive summary" or "critical checklist" related to the project activities for the coming year.
- Assign a "mentor" to new participants as well as continue to have them select a "partner."
- In some workshops, evolve toward less general topic workshops, into more focused administrative support activities reflecting specific CD goals.

Note: The Project Leadership response is also in Appendix L.

The Community Discovered Project has held a variety of training activities during each of its three years of operation. These workshops were often conducted throughout the school year to assist teachers and students in learning to incorporate arts resources, the technology skills to do so, and the education/curriculum changes necessary to insure appropriate use of the resources in a constructivist teaching-learning environment. The shared vision statements, established from earlier sustainability meetings, reflect this strong collaboration in the project with cultural institutions.

Partner Statements of Shared Vision: Cultural Institutions Will:

- expand and/or refocus their education programming to develop teaching tools and resources that are of greater relevance to the constructivist teaching and learning process
- work more closely with teachers in the development of educational opportunities and resources
- refocus and expand their outreach activities to more effectively engage all members of the community in arts and cultural programs and services

Outcome indicators/evaluation measures:

- website review
- teacher reflections
- museum surveys and interviews
- site visits
- listserv analysis

Building upon their training experiences, project teachers are continuing the process of planning the integration of arts resources into classroom activities. Teachers are linked to museum and performing arts agency personnel and to other educators by use of a project

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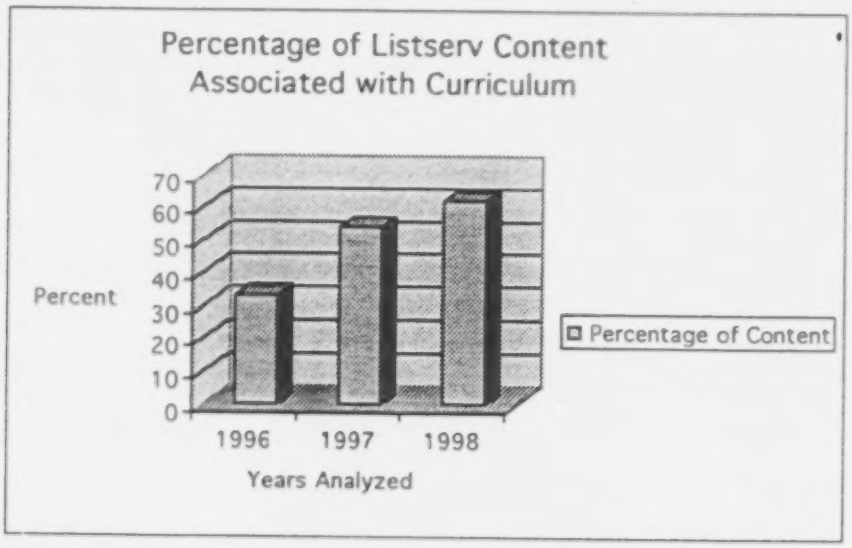
facilitated listserv, which facilitates ongoing communication between project participants and provides additional information for the formative evaluation process. Docents at the museums also access email with the participating teachers and the project will eventually attempt to use desktop video conferencing. The information exchange amongst participants within this listserv is indeed interesting and reflects a true collaboration. The use of this listserv is evolving, and during the last two years of monitoring this communication process, the percentage of curriculum oriented messages (as opposed to technical or other content) has increased from 33% to 54% to 62%. See figure below.



The messages on this listserv reflect a true partnership process between the project museums and teacher participants, as represented by these example messages:

Listserv Message:

Hi Jenny!
We at MONA hosted a pilot educational program for an 8th grade English class in February. Students spent the day working with art and writing activities which dealt with use of seeing, feeling, and communicating. They especially dealt with descriptive phrases in their writing and discussion, as well as creating watercolor washes in different techniques to integrate with their writing. The final activity of the day was to write a group story or poem around the MONA sculpture "Spirit Boat" by Patrick Rowan. We had very interesting discussions about this piece and the themes of the boat and rebirth, and the students each

wrote one line for the piece. The learning experience was also a good lesson in socialization skills as students put the 28 lines together to produce their story. Presently this piece is a part of the Tolerance Exhibition which MONA is hosting in the Hitchcock Gallery for children on the lower level. Hope some of this strand is helpful for you!

Listserv Message:

I have just posted the teacher packet for the Charles Burchfield Collection. There are some interesting sections on history, literature, science and politic in relationship to his work that are worthy of perusal.

http://www.joslyn.org/teach/packets/burch/burch.html

Listserv Message:

Hi! My name is Erin and I am a docent at the NMAA. I did not find more on the story about Zeldis painting "Miss Liberty Celebration" while she was recovering from cancer but I did find background information that talks about the way in which she liked to use her experiences and particularly her childish recall as ideas for her paintings. In a painting called "Cherry Picking" she paints life as it "should have been" she says. Children are gobbling down fallen fruit without fear of punishment for gluttony or thievery. She uses lots of red and gay colors. In two other paintings called "Miss America" and "Beauty and the Beast" painted in 1972 and 1973, she paintbrush becomes a magic wand that makes HER the Miss American and the princess in "Beauty and the Beast."

Zeldis's family was often on welfare in the post-depression years of Detroit ,but she has said that she felt very secure and surrounded by the love of her parents ,grandparents and relatives. Her many trips to the Detroit Institute of Art with her parents influenced her love of art and of symbolism and narrative in painting. 16th Century Flemish paintings shown at the Institute are filled with symbolism and narrative. In "Celebration" one of the figures represented-- along with Elvis --is her patron,Herbert Hemphill, who introduced Zeldis'work to the public. The convention of including the patron in the painting was used by Flemish painters.

Malcah Zeldis shows how important childhood memories and trips to museums are even when you are no longer a child but a grownup looking for ideas for paintings.

Hope to talk to you soon!
Erin

Listserv Message

> To all Community Discovered participants - Greetings from
> the National Museum of American Art!
>
> The discussion on the list is very encouraging and it's still
> early in August. :-)
>
> We hope to facilitate integration of art and technology into
> participant units through a number of themes. The William
> H. Johnson work of last year will be a model on which we

> hope to build.
>
> NMAA will create Johnson-like sites for the following
> themes: Latino art, folk art, murals, public sculpture,
> performing arts, story telling. These sites will all be created
> in collaboration with Nora's office. New Media Initiatives
> has assigned a staffer for each theme to facilitate copyright
> clearance, digitization, etc. I will do folk art and post office
> murals. Daryle will do performing arts and story telling.
> Monica will do Latino art and public sculpture.
>
> We hope to organize "special interest groups" (otherwise
> known as focus groups) around these themes.

In addition to electronic communication occurring within the project, *The Community Discovered Project* is also using a quality newsletter to communicate with all participants and partners. This newsletter was new during the 1998 reporting period, and has been well received by project participants and partners. A sample copy of this newsletter is in Appendix M.

Constructivist pedagogy requires holistic thinking and the integration of disciplines. To promote such efforts and empower teachers to employ interdisciplinary constructivist planning and teaching, it was helpful to include a variety of art forms. Therefore, project activities have also included some limited activities with the performing arts, and the project is benefiting from collaboration with The Kennedy Center for the Performing Arts and statewide arts agencies, including The Omaha Community Playhouse through their educational touring groups and the apprentice program of The Playhouse (1997). Through arrangements with the Kennedy Center, visiting artists such as Namu Lawanga and the African Dance Cooperative (1997-1998) have provided professional development as well as student participation workshops on use of movement/dance within the curriculum.

A recent visit by the African-American storyteller Idu Maduli (1998) was particularly well received by students and teachers. This multidisciplinary activity was very student interactive, and teachers found that their students were very responsive to this highly

constructivist model lesson. The following teacher and student quotes illustrate this enthusiasm.

Teacher and Student Quotes:

My students loved Idu! I had them write reflections after he was here and they would absolutely move you. They also had to come up with their own stories and act them out in front of the class. Here are just a couple of the wonderful comments they had to say.

"It was like Idu could see into my soul. He knew who I was by looking into my eyes."
"Idu was very respectful to me and I felt comfortable getting up in front of the whole class."
"I learned a lot about reputations, friendships, concentration, and the #1 word – respect!"
"It was hard not to pay attention, with his interesting stories, creative animals, and meaningful morals."
"I thought I would look stupid up in front of the class acting, but I was wrong. I noticed that I didn't care what people though or said about me. Idu gave me courage!"

And the list goes on and on....Our sixth grade classes learned more than I could ever put into words. They were truly moved by Idu and would love to have him come back every day! The students will be gathering other tales from around the world to turn into skits and performing them to the class. This fit in perfectly into my unit on Celebrating Diversity! Thanks for allowing my students to have this incredible opportunity!!

6th Grade Teacher

Focusing on the content of:	*1997-1998*
Technology:	Wordprocessing
Art:	Performing Arts
Disciplines:	Art, Literature, Social Studies
Access URL:	http://ois.unomaha.edu/cdeval/tchrprod.html

During past activities in the project, teachers have also visited the Kennedy Center (during the summer of 1997) and worked with other teachers who are Kennedy Center Fellows to develop web-based, arts integrated curriculum. This collaboration has included on-line chats with teachers from throughout the nation and the world via the Kennedy Center website. Opera Omaha also provided a workshop entitled "Opera Goes West" (during the Fall of 1997) followed by performances of the touring group for students throughout the state.

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For the visual arts, the NMAA continues to take a strong leadership role in initiating museum-related activities in the project and has been continuing to work through many technical and copyright constraints related to image scanning and publishing. Their web site, using feedback from participating teachers, has evolved into a model site and is an excellent example of the contribution such organizations can make to classroom learning.

[URL: http://www.nmaa.si.edu/]

The museum docents are also taking an active role in assisting teachers with their projects via e-mail and through participation in special interest groups. *The Community Discovered* has sought to encourage this participation through various training sessions offered to these important volunteers, such as a training session at the Westside Community Education Center Technology Lab in Nebraska in February of 1998.

As an outgrowth of the many teacher support efforts in the project, a variety of electronic special interest groups have been forming. These special interest groups (SIGs), are facilitated by project staff, site coordinators, or museum personnel, and they are linked to the museums through staff at the NMAA and other agencies. These SIGs have been actively forming throughout the project and have also met in small groups to collaborate in identifying resources and developing curricular units, all within a web based environment for communication support.

[URL: http://communitydisc.wst.esu3.k12.ne.us/HTML/sigs/]

These special interest groups include the topics described below.

Electronic Special Interest Groups in the Community Discovered Project: *1998*
Available at http://communitydisc.wst.esu3.k12.ne.us/HTML/sigs/
Discovering Our Community Through Posters
Story Telling
Latino Art
Folk Art
Performing Arts
Public Sculpture
1930's Post Office Murals

Many of the electronic special interest group activities have been highly collaborative. For example, these 1998 collaborative activities initiated by the SIGs were particularly interesting:

- Public Sculpture and the Sheldon Museum
- The Storytelling web site at the National Museum of American Art
- Hispanic and Folk Art teacher workshops at the Museum of Nebraska Art
- Post Office Murals and the Nebraska Historical Society

The project is using these electronic special interest groups, as well as other collaborative and inservice activities, to support teacher networking and to help teachers find useful technology based models of constructivist, arts integrated curriculum. Many of the units produced by the project teachers reflect the centrality of the arts in curriculum development and the interdisciplinary links made to these works (see Unit Abstracts in Appendix G).

An electronic request form [URL:http://communitydisc.wst.esu3.k12.ne.us/HTML/intranet] is also being used by teachers to facilitate planning for the retrieval of arts resources. The partner museums and arts agencies are well integrated into the project. Specialists are employed at each of the art museums to work with teachers in researching resources and digitizing images and textual materials for access over the Internet. The web sites of these museums and the

Kennedy Center contribute substantially to the project and are of the highest quality. They can be accessed easily through links on *The Community Discovered* site.

[URL http://communitydisc.wst.esu3.k12.ne.us/HTML/resources/].

Each of these museum based web sites are accessed continually from around the world, and the interest in these sites is expanding rapidly, as indicated by statistics from the Sheldon Art Museum.

Web Site Hits for Museum Resources (Example: Sheldon Museum): *1998*

	Jan 1997	July 1997	Jan 1998	Nov 1998
Total Files Served	21,985	165,442	520,093	1,586,770
U.S. Ed. Institutions Hits	1,340	5,299	80,043	219,934

The quality and utility of the web sites developed in the project is considerable. *The Community Discovered* project World Wide Web site is accessible from http://communitydisc.wst.esu3.k12.ne.us, and from the linked Museum sites. Teachers from around the country have found this site useful, as illustrated by this quote from a teacher doing research on electronic portfolios.

Teacher Quote:

I visited your web site and was very impressed with your detailed instructions for students to create portfolios. Thank-you for sharing your work! I am developing a similar project for my language arts classes as part of my masters program (educational technology degree). Your page will be very helpful in my research."

In addition to positive teacher comments, *The Community Discovered* project World Wide Web site has received several official awards, as indicated by the following communication from the Northeast Regional Technology in Education Consortium:

Web Page Award (1997):

The advisory group responsible for developing the Web site for NetTech, the Northeast Regional Technology in Education Consortium wants to let you know that "*The Community Discovered*" is featured in this month's NetTech: Best of the Web in Educational Technology. Check it out at http://www.nettech.org/ NetTech searches the Web for new and exemplary sites in educational technology. Each month NetTech highlights 12 best educational technology sites.

The Community Discovered Project World Wide Web site has also been featured in the Innovator of the Month section of the Eisenhower National Clearinghouse. Such an award is related to solid relationship of the project to all disciplines, including mathematics and science.

Web Page Award (1997):

Your story is featured this month in our Innovator of the Month section of ENC Online. At the end of the month, it will remain on our site in our Innovator Hall of Fame. The direct URL for the Innovator Story is: http://www.enc.org/classroom/iom/nf

The formative evaluation process targeting museum participation has included site visits, focus group analyses, questions on stakeholder surveys, and electronic monitoring of web site and listserv use. Surveys and interviews are systematically examining teacher perceptions of museum related activities, providing the project with additional formative evaluation information to help further refine their activities and the general educational utility of their web sites.

[URL: http://ois.unomaha.edu/cdeval/museums/].

Site coordinators are actively meeting with teachers to assist them in brainstorming ideas for upcoming units while also assisting them in locating and integrating appropriate arts resources into these units. Site Coordinators are also offering technical assistance to teachers in their search for images and other arts resources and in the utilization of these resources in the classroom with students. A major thrust of the site coordinators is to

help the participants create a classroom atmosphere in which students are utilizing the arts resources and technology to create their own learning experiences.

The project continues to examine the most effective architecture for videoconferencing and distance education, particularly as it prepares for The Community Discovered ConferNet 99. Consistent with the original objectives of the project and with the expanded view of the arts, it is increasingly important for students and classrooms to be linked to outside resources in a way that promotes interaction on-line.

With rapid changes in telecommunications and technology application it is incumbent on the leaders involved with *The Community Discovered* to explore and make available the resources necessary for such access and connectivity. To this end, the project is working closely with representatives from cable TV, satellite systems (i.e.: NebSat), telephone companies, and telecomputing agencies to determine the optimal integration of resources and to develop the consortium resources needed to make videoconferencing and distance education available to participating sites.

A project initiative has already started in 1998 to develop interactive web based curriculum using ACTV's e-school application. Using webpush technology, e-school can provide web resources to various types of video feeds. It also has a built-in chat feature. The Community Discovered Project piloted the e-school application in the Spring of 1997 as part of a unique performance from the Kennedy Center to schools in Nebraska. The Kennedy Center broadcast a performance live via satellite. In Omaha, Cox Cable captured and rebroadcast this performance live on one of their educational channels. Students had access to e-school for supplemental web resources and to interact live with the performers via the chat feature.

The success of this interaction and the potential for development of curricula that can be distributed to a broad network of educators interested in using curriculum developed through *The Community Discovered* was encouraging. Further, with ACTV it is possible

that a revenue stream for curricular projects might eventually be generated to further support the initiatives of *The Community Discovered* (see Appendix I for Press Release). In 1998, a pilot curriculum was developed using Georgia O'Keefe video and related web pages (pushed) to begin the developmental phases of the ACTV curriculum work.

Two advantages of the videoconferencing format include a shorter drive time for many of the teachers and the potential for teachers to invite administrators or other partner teachers to drop informally into the sessions. There are also disadvantages, such as technical problems and the perception that the videoconference does appear to cut down on some of the interaction between participants. The project continues to explore various videoconferencing and "face to face" formats as potential options for future training and meeting-related activities.

Objective 2.2 **Museum educators at the Joslyn Art Museum, the Sheldon Memorial Art Gallery and Sculpture Garden, the Museum of Nebraska Art, the National Museum of Wildlife Art, and the National Museum of American Art, will each develop at least one educational outreach program using appropriate technologies such as the Internet, kiosk, and interactive multi-media.**

Activities	**Timeline**
• Museums will develop and document outreach programs using CD/ROM and/or Internet.	1996-2000
• Work with museums to keep them updated on what outreach programs would be most helpful to teachers (ie, math and science areas, multicultural connections)	1996-2000

Evaluation Plan

• Structured interviews will be conducted with museum educators.	1997-2000
• Documentation related to outreach programs and plans will be summarized.	1997-2000

35

Status

The Museum activities within *The Community Discovered Project* continue to be an impressive part of the project. Museum educators are continuing to expand their web sites with appropriate images and other resources while also refining their local process for gaining approval for the digitizing and sharing of images related to their local collections. These arts educators are also contributing to ongoing communication over the project listserv in order to help share lesson ideas and provide periodic suggestions to teachers. Participants and site coordinators also contribute information to museum educators regarding the images and other arts resources that would be the most desirable to digitize. Site coordinators are working with museum educators to provide participants access to educational packets and information regarding new exhibits and shows. Each participating museum is also continuing with project related plans for developing various kiosk, multimedia, and Internet-based outreach programs. The evaluation process related to this objective has included a stakeholder survey that included museum partners, the review of museum related written information and brochures, and the monitoring of listserv dialogue. Structured interviews and on-site visits have also been conducted during the three years of the project. In addition, the evaluation team has also used an interactive web page instrument and related assessment rubric to better examine the teachers understanding of how to integrate the art and technology resources available from the museums into the learning process and provide additional formative evaluation information.

Other outreach and support activities of the museums include the following: *1998*

- teacher packets
- trunks
- textual materials
- resource directions and suggestions
- special rates on materials
- materials developed for project related workshops

Each partner museum is working hard at contributing to the overall *Community Discovered Project* and supporting educators through their museum resources. For example, the National Museum of Wildlife Art, a new partner in the grant, has already established a presence among educators in the project. Below is a description appearing on their web site related to their educational activities.

Example Museum Education Activities: The National Museum of Wildlife Art

Available at http://www.wildlifeart.org/education/education.HTML *1998*

The NMWA Education Department is dedicated to providing exceptional educational programs to students of all ages at the museum and offsite through outreach programs. Our goal is to offer a multi-disciplinary approach to educational programs utilizing the museum's collections, temporary exhibits, scholars, film archives, and museum staff to present a broad based and diverse approach to arts education. Programs focus on subjects such as art history, American history, conservation, wildlife biology, ecology, and cultural anthropology. Through our outreach programs, the NMWA reaches students in the inter-mountain region, in addition to using current technology to serve a global audience. We also encourage artistic creation by organizing and exhibiting student and amateur exhibitions. Connections between people, wildlife and art are central themes to educational programming at NMWA.

Many of the muesum outreach activities support a wide range of languages and learning styles and are comprehensive in their use of interactive web technologies. An example is the "webzine" available from the National Museum of American Art which uses web based technologies to help provide students around the world with access to selected museum resources, and instructional ideas related to interesting educational themes.

Example Mueseum Education Activities: NMAA Webzine

Available at http://nmaa-ryder.si.edu/webzine/ *1998*

Dear Educator,
Welcome to ¡del Corazón!, the interactive webzine featuring Latino art from the collection of the National Museum of American Art. ¡del Corazón! Provides curricular activities developed by and responsive to the needs of the K-12 learning community.

Activity-based in nature, the ¡del Corazón! visitor will have opportunities to share information with the museum and other site visitors. You and your students are invited to play an active part in site development through submission of comentarios that relate to featured artists, themes, and activities. In addition to featured comentarios, you will find resources suitable for the development of new activities. We hope that you will use these resources and will share your work with other visitors.

While lesson plans are provided for the curricular activities featured in this issue, ¡del Corazón! is not a

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teacher guide. Research has shown that learning best occurs in those classrooms with an effective culture for learning that includes local values, educational goals, expectations of high student performance, as well as respect for and support of the educator. In this context, consistent with the customs in your community, educators are encouraged to adapt curricular activities presented in del Corazón! for their own use.

Another of the initial examples of the collaborative efforts within the project (1997) between participating museums and educators were the efforts associated with the exhibit of the works of William H. Johnson which was located at the Joslyn Art Museum. These works are from the holdings of the NMAA and were the centerpiece for a number of curricular units being constructed by participating teachers. In conjunction with this exhibit students also worked with docents from both the local and national museums via e-mail, to help develop student-docent tours of the exhibit, to assist both teachers and students in utilizing the educational packets prepared in conjunction with the exhibit, and for the effective integration of important performing arts works available from the Kennedy Center and local artists. The e-mail participation involving students was wide and varied and was eventually expanded to student-to-student interaction between schools. A review of these e-mail messages indicated significant motivation and interest by students, as reflected in the samples below-

Student E-mail Examples:

Dear Jeremiah,

Hi! How was your spring break? We don't get break until the week after Easter. I'm doing my relief sculpture on recycling, I think it is a very important subject. When we get back from spring break we will be going to a museum here in Omaha to see a William H. Johnson display. I think it will be fun, I can hardly wait. I hope to hear from you soon! :) ----Rachel

To Cheyenne Penn,

Hi. My name is Lauren and I am an 8th grader. I like to play sports, shop for stuff and baby-sit. What are you doing for your relief sculpture? I am doing a set of hands reaching together. I have 1 brother and 1 sister. There names are David and Lindsay. I also have 2 dogs, 2 cats, and 1 rabbit! My favorite food is any kind of Chinese food and pasta. What is yours? Well talk to you later! >From Lauren :)

Dear Angie,

My name is Alexis Rothenberg. I'm really excited about this docent program. I like drama, writing speeches, debating things, sports and other things like those. I also like art because it gives me a chance to express myself. I have picked two pictures. The two pictures I picked are Dr. George Washington Carver and Harriet Tubman.

Focusing on the content of:	*1997-1998*
Technology:	E-mail, Web Sites
Art:	Paintings, Sculpture, Storytelling
Disciplines:	Art, Social Studies, Literature, Drama, Speech
Access URL:	http://ois.unomaha.edu/cdeval/stuprods.html

Goal 3: **To enable educators to effectively use appropriate technologies for constructivist teaching and learning across the curriculum.**

Activity II: **Computer-Based Educational Strategies**

Activity III: **Professional Development and Support for Educators**

Objective 3.1 **Through collaboration with private companies, project educators will test and evaluate commercial technology tools (i.e. software packages) annually for applicability to classroom settings and instructional objectives.**

Activities	**Timeline**
• Educators will test, evaluate, and adapt selected commercially produced technology tools in classroom settings.	1996-2000
• Electronic portfolio software packages will be examined and evaluated by teachers.	1996-2000
• Assist with developing a software evaluation form for teachers to utilize.	1996-2000

Evaluation Plan

• Documentation related to tool review and evaluation will be collected and summarized.	1996-2000
• Observations will be conducted and summarized related to video conferencing activities.	1996-2000
• Participant evaluation forms related to interactive video conferencing will be summarized.	1996-2000

Status

The Community Discovered has continued to put a careful emphasis on the use of constructivism in the development of lessons and units related to the project. To support such a focus, *The Community Discovered* has offered a variety of constructivist focused workshops, including many which blend telecomputing and other technology resources into the process. A particularly well received workshop was conducted by Dr. Judi Harris from the University of Texas at Austin entitled "Virtual Architecture Design and Directing of Curricular Based Telecomputing" during September of 1998. These sessions helped project teachers examine how to build lessons which were very constructivist oriented and were facilitated via the Internet.

Continuing to work closely with the Apple Computer Corporation, *The Community Discovered* has further incorporated purchased curriculum based computer software for Community Discovered teachers. These bundles of software included resources related to elementary, secondary, writing and publishing, mathematics, multimedia, and biology (with probes). The new telecommunications bundles were purchased in 1998 and are now in use. Many commercial software packages, such as Plan-It Teacher (examined in 1996 and 1997), which was developed by Morgan Media Incorporated for the British Columbia Ministry of Education, have been investigated and when appropriate incorporated into various *Community Discovered* activities. Additional software packages were investigated in 1998, and the software review process is continuing in 1999. Such project activities reflect the shared vision statements for what business partners will contribute to the project.

Partner Statements of Shared Vision: Business Partners will:

- focus resources and strategies to help teachers and students meet project objectives in conjunction with the four cornerstones
- assist with promoting the goals and outcomes of the project as a successful model for strengthening partnerships between the business community and schools

- share human resources by empowering employees to participate in the project where appropriate
- actively collaborate with the project when opportunities are available
- provide feedback to schools when invited to do so
- take part in open communication with the project
- develop Web sites containing relevant information of community interest
- sponsor a Community Discovered statewide awards program

Outcome indicators/evaluation measures:

- partner surveys
- partner interviews
- listserv and e-mail discussion

Objective 3.2 **Each school site in participating districts will have access to technology resource persons available to assist in selection and application of appropriate technologies.**

Activities	**Timeline**
• Assist teachers in evaluating and selecting appropriate technologies.	1996-2000
• Technology resource persons from participating districts, NDE, UNO, the ESU's and from commercial companies will be identified and consulted for technical assistance when needed.	1996-2000
• Technology resource persons will conduct software and hardware workshops.	1996-2000

Evaluation Plan

• A database of technology resource persons identified and their area of expertise will be maintained.	1996-2000
• A log of workshops held, including date, topic, and presenter, will be examined for compatibility with project goals.	1996-2000
• Survey of teachers about the use of technology resource persons will be conducted.	1996-2000

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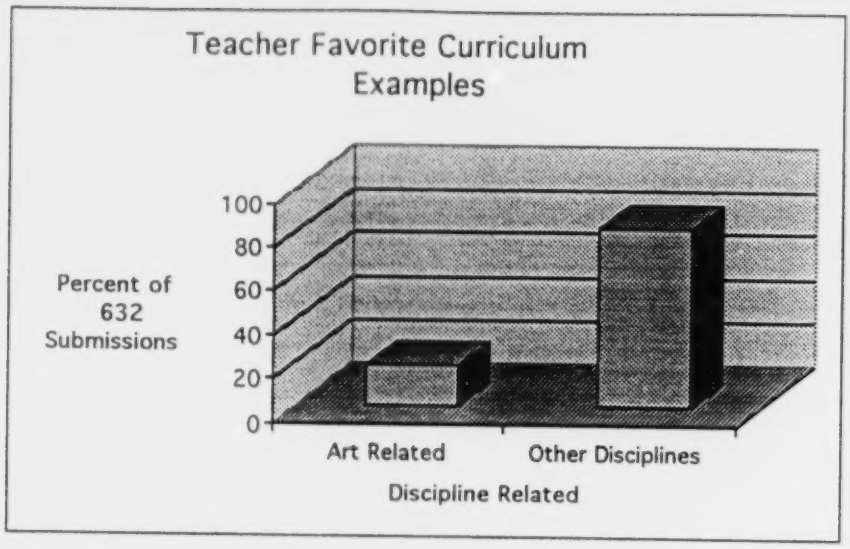
Status

The nineteen Nebraska Educational Service Units (ESU's) have assisted the project in various activities and continue to offer their support and participation. As part of this technical support network a database which includes names, addresses, phone numbers, and electronic mail addresses of numerous support personnel across the state has been distributed to teacher participants and will be placed on line in the near future. Each ESU related to the project sites is working with the districts to ensure effective connections of district buildings and classrooms to the Internet. In addition, the Winnebago School District, which serves a Native American Population, is continuing to receive some networking support directly from U.S. West.

Site coordinators are also continuing to provide technical assistance with hardware and software to teachers and their students. The site coordinators are offering personal training sessions on utilizing new software and hardware to participants. These sessions are being held at individual schools with participants who request the extra help. To enhance the formative evaluation process related to this technical support, the evaluation team is working closely with the Educational Service Units to blend state-wide evaluation tasks with those of *The Community Discovered* project. This has included the modification of a state distributed survey to include questions related to the goals of *The Community Discovered* project and the modification of a structured interview protocol already being used in debriefing technology resource persons in the state. For example, in the recent 1998 state distributed surveys, the use of Internet based art related lessons accounted for over 18% of the more than 632 teachers submitting favorite curriculum examples for use with the Internet from across the state of Nebraska.



Overall, *The Community Discovered* has been quite extensive in its planned and organized activities. The large number of inservice, dialogue, and other project related activities are reflected in the project calendar provided within the appendix of the report (see Appendix J).

Objective 3.3 **By 2000, 300 Nebraska educators, including 60 educators of rural and urban disadvantaged students, will be trained on computer-based educational strategies and interdisciplinary constructivist curriculum to effectively integrate the arts and technology in all core subject areas.**

Activities	**Timeline**
• Participating teachers will attend summer workshops/institutes to prepare them in the areas of the arts, technology, constructivism, and interdisciplinary teaching utilizing the resources of partner agencies and organizations such as the NDE, NMAA, Kennedy Center, NAC, and state art agencies.	1996-2000
• Teachers will review, analyze, and integrate art resources.	1996-2000

- Workshops on curriculum integration, constructivism, electronic portfolios, integration of the arts, and technology will be held. 1996-2000
- Provide teachers with workshops on creating slide shows, HyperStudio stacks, Web pages; interdisciplinary unit construction; data collection strategies (include UNO eval team); team building strategies; working with the Listserv; and accessing images from the Internet. 1996-2000
- Site Coordinators will create a list of materials/software/hardware needs from teacher requests. 1996-2000

Evaluation Plan

- Teacher growth plans will be reviewed and summarized. 1996-2000
- Survey of practice of teachers to examine if and how new skills are being implemented. 1996-2000
- Focus groups of educators will be conducted and summarized for feedback. 1997-2000
- Case studies of 5 teachers who have participated throughout the project will be conducted. 1997-2000
- Site visits to a sample of workshops will be conducted and summarized. 1996-2000
- Selected videotapes of teacher lessons will be reviewed as submitted. 1997-2000

Status

The participants for year three of *The Community Discovered* project were selected from formal applications and resulted in eight teachers from Westside Community Schools, eight teachers from Grand Island Public Schools, four teachers from Lexington Public Schools two teachers from Winnebago Public Schools, eight teachers from the Omaha Public Schools and four teachers from the Nebraska City Public Schools. All applicants were notified by early March of their status, and those selected began project related

professional development with an orientation meeting in April that included introductions to on-line resources related to the project, an overview of the project goals and objectives, and an introduction to the evaluation process.

Intensive training activities continued through the summer and academic year. Including the teachers involved in the Art and Technology Integration pilot project, a total of more than 350 teachers have now participated in training activities directly associated with the integration of art, technology, interdisciplinary learning, and constructivism to support curricular goals in *The Community Discovered*. These teachers are also working as mentors for numerous other teachers at their local sites and districts. Teachers within the project have formal partners with whom they team in constructing and teaching units throughout the year. Site coordinators are maintaining communications with these participants and their partners and assisting them in reviewing, analyzing, and integrating the Arts into their units.

Many of these training activities have been very extensive. For example, the following two professional development days in 1998 are good examples of the extensive range of topics offered in the areas of art and technology.

January 22, 1998 Professional Development Day Focus: Technology *1998*

- Create a Web Page Using Claris Homepage
- Avid Cinema
- Object Virtual Reality
- Hyperstudio
- QuickCam
- Surf, Save, and Search
- FlashIt and Claris SlideShow

May 1, 1998 Professional Development Day Focus: Art

- Creative Drama
- Digital Makeovers
- Fiber Art
- Foil Sculptures
- Geospheres
- Observational Drawing

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Project training activities have been routinely reported by the teacher participants as being very appropriate and adaptable to classroom use, and teachers have indicated that they believe their knowledge has increased in each of the key training areas. See table below.

Feedback from Teachers on Project Training Activities:				*1998*
Knowledge in:	Interdisciplinary Teaching	Art Integration	Technology	Constructivism
Not Improved	15%	1%	4%	10%
Somewhat Improved	50%	39%	50%	65%
Considerably Improved	35%	60%	46%	25%

The project participants routinely complete formative evaluation surveys following any inservice session. These surveys are then quickly summarized and made available for staff review and planning. These formative evaluation reports are accessible over the web as well from the Evaluation web pages at http://ois.unomaha.edu/cdeval/index.html.

Many of the teachers in the project periodically acknowledge the effectiveness of the training sessions through e-mails to the staff or evaluation team, as represented by this e-mail quote from a teacher participant.

> Teacher E-mail Quote:
> **I know that this isn't very timely, but....I wanted to say THANKS to the Community Discovered staff for putting together what was a great development session. Every minute of the day had gems to be mined for use in the classroom. THANKS! Just what I needed to get me really excited about starting my storytelling unit.**
>
> High School Business Teacher

One well experienced teacher in *The Community Discovered* had a touching quote which described the value of the project related to her daily teaching over the past few years.

Teacher Quote:

I have been teaching for 30 years and I am convinced that technology/computers are unquestionably the only tool in education that has made such a profound difference in my teaching-and student learning.

I have gained confidence in the technology component of my teaching due to the fact that District 66 and the Community Discovered has made training and workshops accessible. Many good lessons have surfaced, and it is essential for the district to continue the training and keep our technology on the cutting edge. The freedom and encouragement I have received to create a learning environment for my students is invaluable.

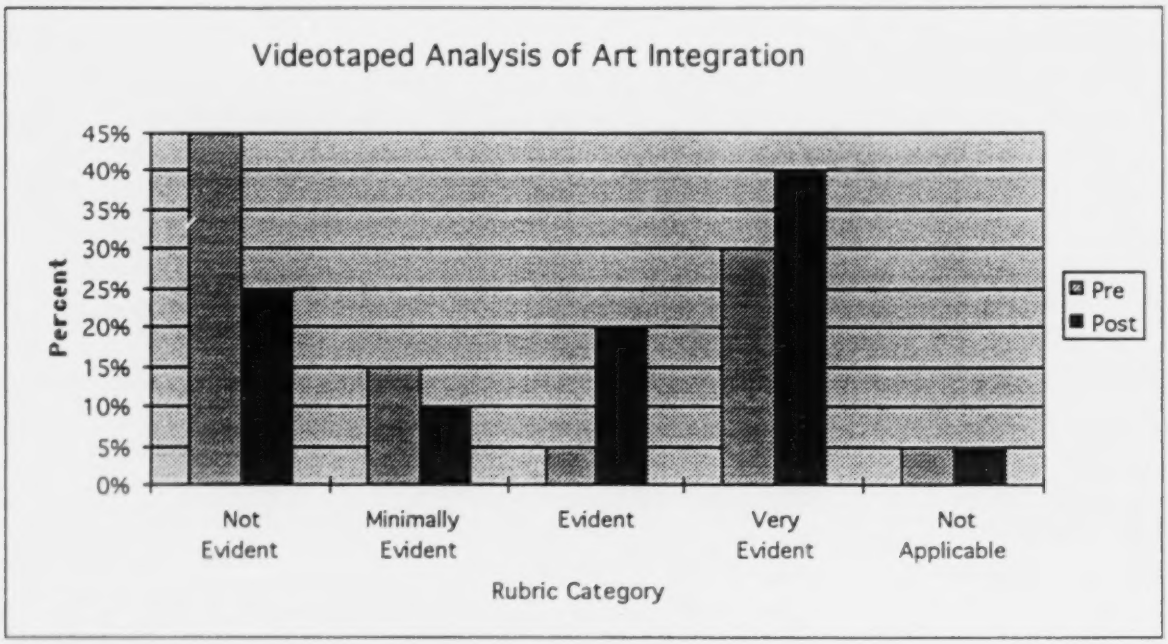
I have integrated art and technology with various subject areas into the curriculum. I have the freedom to create, explore, make errors, and continue to revamp the integration of my units. I organize the academic procedures step by step, experiment with the students, and continue to monitor, evaluate, and adjust. My units are a constant "work in progress".

Elementary School Teacher

The Community Discovered Project also worked often with the other Challenge Grants, particularly in the Western Cluster. The project has also worked closely with the other Nebraska Challenge Grants, including the co-hosting of a contructivist and technology training workshop in 1997 with the Connections Challenge Grant (also a Technology Innovation Challenge Grant in Nebraska). Sessions often involve impressive speakers, such as Dr. Jacqueline Brooks on constructivism, and Sue Pearson with Susan Kovalik and Associates. In 1998, Dr. Judi Harris also presented on educational telecomputing to the *Community Discovered Project.* A wide variety of training activities and support sessions have been held within the project, as represented by the list in Appendix J.

Project inservices are always focused on the four main topical areas: art, technology, interdisciplinary teaching, and constructivism. These areas are always carefully integrated, and all inservice activities focus on the project goals, as indicated by the inservice planning diagram below.

videotaped lessons, are now representing a baseline for the project, as indicated by the following graph of 1997 data, showing increases in art integration related to teacher lessons.



The participating teachers in the project are very aware of the importance of the ongoing training activities in the project and the incorporation of what they learn in these activities in the development of their curriculum modules. The project staff is very careful to match the training activities developed to the individual needs of the participating teachers within the context of the specific goals of the project. The formative evaluation process includes the consistent use of participant feedback surveys after each training experience (see example surveys in Appendix B).

The evaluation team is also continuing to use a World Wide Web based teacher log process, which asks teachers to answer prompted assessment questions at the end of periodic curriculum integration activities which are a direct result of *The Community Discovered* Project. Focus groups are also given each year to a sample of teachers to

Collaborative learning and problem solving:
The technology facilitated the learning through motivation and reinforcement of concepts. The students truly could hardly wait to see their writing and images on our computer screen. They were so very proud of their creations, both written and artistic. The students reinforced their learning, time and time again, by revisiting the Hyperstudio Stacks.
Now that my students have more experience with the computer, I see them sharing their knowledge with others and applying a contstructivist model with the area of technology. All by themselves they have created Hyperstudio stacks with drawn images of creepy crawlies. If they ran in a problem creating their Hyperstudio image they contacted the person who just finished creating their image. It worked.

8th Grade Social Studies Teacher

Objective 3.4 **By 2000, project participants will demonstrate an increase in skills and knowledge in: (a) use of appropriate technologies, (b) constructivism, (c) integrating the arts across the curricula, (d) interdisciplinary curriculum development and instruction, and (e) use of electronic portfolio and other appropriate assessment strategies.**

Activities	**Timeline**
• Each participant will attend at least 80% of professional development activities offered.	1996-2000
• Each participant will be assigned a technology mentor.	1996-2000
• Each participant will be assigned a curriculum integration mentor. from the Prairie Vision faculty.	1996-2000
• NDE curriculum directors and specialists will provide assistance in core subject areas.	1996-2000
• Each participant will use electronic portfolios and other appropriate assessment strategies to reflect on their progress.	1996-2000

Evaluation Plan

• Survey teacher skills and knowledge.	1996-2000
• Review attendance lists of professional development activities.	1996-2000

- Collect lists of curriculum and technology mentors. 1996-2000
- Examine electronic portfolios or other products. 1996-2000

Status

Teacher participants have received considerable in-service education, as represented by the project calendar in Appendix J. Additionally, resource texts on constructivist teaching, telecomputing, use of technology-based visual tools associated with the constructivist approach, museum catalogs and other reference materials for professional development are continually made available to each site. Site coordinators have also established local support activities, including local workshops for invited colleagues, informal brainstorming meetings, and individual question and answer sessions. The project in-service education process and site support activities continues throughout each academic year and continually focused upon reinforcing classroom integration strategies.

The evaluation team continues to survey participating teachers each year for information related to each of the areas of art, technology, constructivism, and teaching philosophy, and at the request of some teachers, review videotapes of project activities. In addition, surveys acquiring teacher feedback related to the summer training activities are also summarized, and teachers continue to share their ideas and suggestions spontaneously over the project listserv. Teachers appear to be benefiting from project related training in each of the target areas, as suggested by a summary of change related data below.

Cumulative Summary of Data on Teacher Change

Cumulative Surveys (as of 1998):

- Over 55% of the teachers reported that their knowledge of constructivism had improved in *The Community Discovered* Project.
- Over 60% of the teachers reported that their knowledge of interdisciplinary teaching had improved in *The Community Discovered* Project.
- Over 58% of the teachers reported that their knowledge of technology had considerably improved in *The Community Discovered* Project.
- Over 72% of the teacher participants felt that their knowledge of art integration had considerably improved as a result of their involvement with *The Community Discovered* Project.

Video analysis (Baseline 1997 Data Only – Being Followed with Teacher Case Studies)

- The videotape analysis showed a moderate degree of teacher change indicative of a constructivist learning environment in the areas of cooperative group learning, and a more minimal change in the way the teachers facilitated the classroom discussions and questioning strategies.
- The videotape analysis did not show much direct evidence of effective technology usage being facilitated in the classroom, although that was evident in student projects and products.
- The videotape analysis did not show much direct evidence in connections being established between art and the core subject, or the use of art to facilitate learning in the core discipline, although that was evident in student projects and products.
-

Cumulative Classroom and Field Observations (as of 1998):

- Classroom observations continue to reflect considerable teacher facilitated cooperative learning groups and active student engagement in the learning process.
- Teachers appear to be excited about various interdisciplinary aspects of the project, as well as the multicultural connections that many of their activities find within the project.
- Classroom observations continue to reveal a very high level of attempts at technology usage and excitement toward new technology applications, such as virtual reality, and the potential for student electronic conferencing.
- In general, classroom observations revealed a high level of art integration and attempts at DBAE education by teachers.
- Teachers felt, and often commented on the many ways that they had changed as a result of their participation in *The Community Discovered* Project.

More complete summaries of these activities are available through the evaluation related web site associated with the project [http://ois.unomaha.edu/cdeval/]

Objective 3.5 **Project participants will successfully complete a continuous professional growth plan and evaluate their performance relative to that plan at least annually, and modify the plan to reflect their progress.**

Activities	Timeline
• Participant's growth plan will be submitted to The Community Discovered Office and progress reviewed by the evaluation team.	1996-2000
• Site coordinators will review progress toward meeting the specific objectives of the growth plans and assist participants in updating the plan as a Continuous Growth Plan.	1996-2000

Evaluation Plan

• Review of Growth Plans for compatibility with project goals.	1996-2000
• Survey of teachers related to Professional Growth Plans.	1996-2000

Status

The Community Discovered project has continued to use an electronic Teacher Growth Plan form that all teachers in the project complete relative to their initial personal goals for the project. This process uses an innovative electronic form, which provides direct access and monitoring by the evaluation team. This Growth Plan form includes personal goal setting related to the areas of 1) tentative action plans, 2) data collection, 3) artifacts, 4) timelines, and 5) personal support needed. These growth plans are being reviewed by project staff and the evaluation team for the purposes of formative evaluation and for providing individual assistance to current participants in the project. The evaluation team is using an electronic database related to these growth plans to help track and document teacher activities and better examine the consistency of activities across the project.

Objective 3.6 **Project participants will report attitudes towards the integration of the arts and educational tools in an interdisciplinary constructivist teaching approach.**

Activities	Timeline
• A survey of teacher attitudes and teacher interviews regarding	1996-2000

integration of the arts and technology, adoption of constructivism, and interdisciplinary pedagogy will be completed each year.

- Links with participants will be made throughout the school year as encouragement and support to their unit development. 1996-2000

Evaluation Plan

- Attitude survey of teachers about the use of technology as an educational tool will be conducted and analyzed. 1996-2000
- Teacher participants will be interviewed at the end of the academic year as an additional data source related to technology attitudes. 1996-2000

Status

Participating teachers in *The Community Discovered* project continue to be surveyed for their baseline and later attitudes and practices related to technology use. Evaluation work at the end of the academic year then compares later responses to initial survey responses to help examine teacher change. Teachers appear to be gaining considerable knowledge in the use of technology, particularly the Internet, which is reflected in both their use and attitude. The following survey question reflects how the use of the Internet by project teachers is expanding. Results were almost identical for the last two years of the project (1997 and 1998), and reflect improvement in the use of the Internet in the classroom.

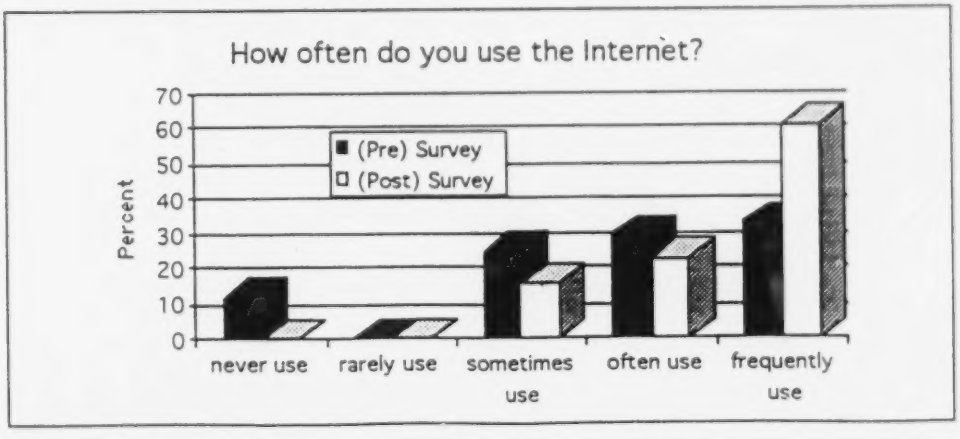


Figure: Teacher Use of the Internet as Reported by Survey Questions

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The use of the Internet in education is a large interest for Nebraska, which provides a fertile field for innovation related to continuing efforts and commitment of partners in *The Community Discovered* project. To illustrate this commitment to the use of the Internet, Nebraska was recently ranked first in the country in the use of the Internet in a national report completed by Education Week, with at least 64% of the schools are determined to have at least 50% of the teachers using the Internet in curriculum. Below is the rankings as associated with that report.

Education Week Statistics on Percentage of Schools Where at Least 50% of the Teachers Use the Internet for Instruction.		***October, 1998***
1. Nebraska	64%	
2. Alaska	63%	
3. Maine	49%	
4. Iowa	46%	
5. Minnesota	46%	*The U.S. Average is 33%*

The Prairie Visions Consortium continues to help support the summer institute and operate as a strong partner in *The Community Discovered* project. The Prairie Visions Consortium includes over 90 public and private school districts in Nebraska. Related to the goals of *The Community Discovered* project, the consortium has also developed a computer assisted process for keeping track of alumni and has helped partners in *The Community Discovered* project link with each other in some of the initial project activities. Site coordinators are also keeping participants informed of workshops available to them which would enhance their skills and goals of the project.

Some of these partnership efforts have resulted in a new (1998) "artist in residence" process within the participating schools. For example, Julia Noyes conducted Watercolor workshops for a number of schools, and helped with site based mural development by students and teachers. The Prairie Visions Consortium has proved to be a valuable partner in accessing the considerable expertise in the arts being made available to participating teachers and schools in *The Community Discovered* project, through their periodic help in identifying various experts and resources.

Goal 4. **To enable educators to implement effective integrated curricula incorporating the arts and technology.**

Activity IV: Integrated Curriculum, Instruction, and Assessment Strategies

Objective 4.1 **Constructivist curriculum modules will be developed by each participant and implemented incorporating one or more of the following: (a) Internet digitized images and museum resources, (b) other Internet resources, (c) multi-media projects, (d) electronic portfolios, and (e) other computer applications. (Goals 1-4)**

Activities	**Timeline**
• Each teacher will develop **one unit** during the first year and **two units** in each successive year throughout the term of the grant.	1996-2000
• The units will be indexed and placed on *The Community Discovered* world wide web server.	1997-2000
• Participants will receive school year and summer support to work on their projects.	1996-2000

First year = maximum of 12 summer days, maximum of 8 sub-covered academic days

Partners: maximum of 2 summer days and maximum of 3 sub-covered academic days

Second year = maximum of 10 summer days, and maximum of 8 sub-covered academic days

Partners: maximum of 2 summer days and maximum of 3 sub-covered academic days

Third year and beyond = maximum of 5 summer days and maximum of 4 sub-covered academic days

Partners: maximum of 2 summer days,

Maximum of 3 sub-covered academic days

- Participants and partners will work with mentors and museum partners 1996-2000
- Teachers will communicate with museum staff in creating curriculum for their classrooms. 1997-2000
- Evaluate the efficacy of the allotted time for participation in workshops and curriculum development and revise as needed to support goals. 1997-2000

Evaluation Plan

- Survey of teachers about the number of constructivist curriculum modules developed and implemented that use computer-based resources. 1996-2000
- Review of project Web Sites related to constructivist curriculum modules will be conducted by panel review. 1996-2000

Status

Teachers in *The Community Discovered* project are continuing to build their curriculum units and refine their lessons based on classroom use. A standardized format has been developed collaboratively in the project and will provide consistency in unit organization and presentation. Unit plans for the school year are completed by the end of each April with summer writing time to be spent on the revision and refining of these plans and the planning for upcoming units. The constructivist curriculum modules are stored on the project web site for retrieval and use by interested educators from around the world. In addition, teachers are asked to identify links from their units to the following:

- the National Goals for Education
- the National Standards for all disciplines
- the Nebraska State Frameworks for all disciplines
- District Outcomes for the participating districts
- the specific goals of *The Community Discovered Project*

This web based access is truly disseminating the project across the world, as represented by the following e-mail message from a visitor to the project web site.

E-mail from Web Site User:

.....I see there are a number of units that look promising. I like the idea of combining the more traditional subject areas with a serious art application. We're still struggling with integrating things in a consistent coherent manner. ..... We definitely have teachers interested in teaming with Stateside teachers. It just depends upon the project....

Ed Tulloch
Dalat School, Penang, Malaysia

Constructivist curriculum modules have been developed and have been made available by the teachers in *The Community Discovered* project. The unit plan structure was revised slightly in 1998 to encourage a more consistent teacher focus upon curricular "big ideas." This recent modification has worked well. The units are all consistently multi-disciplinary in nature and include a wide variety of individual topics as represented by these abstracts below:

Sample Unit Abstract – Grade K-3:

Acceptance Through Patchwork
Early Childhood (k-3)

This unit is designed to be used during February, black history month. The purpose of the unit is to promote the acceptance of various individual differences through literature set in the present and during historical times and set in various locations. The unit builds on the trade book, The Patchwork Quilt. Connections are made to the artistry and family history in handmade quilts, the geometry used in designing quilt blocks, performing arts through dance, history through a look at the lives of slaves through literature and information from the Internet. The work of artist William H. Johnson is used for its depiction of the heroes in black history and the everyday life of black people.

Sample Unit Abstract – Grade K-3:

How the Environment Effects our Feelings
Early Childhood (k-3)

At the beginning of first grade, self awareness is a prominent study. The skill of identifying and labeling feelings is a vital component of self awareness, problem solvng, and conflict managing.

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In art and literature for the reader's and viewer's reaction. The students will learn to compare images and discuss their feelings created by an artist's work. Students will become aware of the correlation between experiencing feelings in art and literature and feelings caused by changes in weather.

Sample Unit Abstract – Grade 4-6:

Architecture
Intermediate (4-6)

Students will learn how things fit together by studying tessellations and the work of M.C. Escher. They will then learn the terminology of architecture, become aware of historical significance of architecture in different parts of the world, and problem solve in creating own piece of architecture out of cardboard boxes.

Sample Unit Abstract – Grade 4-6:

Our Cultural Community
Intermediate (4-6)

Many communities in Nebraska are diverse in their populations. Our towns and cities are composed of people from many different countries and cultural backgrounds. In Winnebago, our village is composed the same way but with the exception that the majority is Native American. What makes our village different from other small communities in NE Nebraska? How can the Winnebago cultural identity be shown?

The African-American artist, William Henry Johnson chose to show his cultural community in South Carolina through his paintings of friends, relatives and the people and their occupations. Using his images as a springboard, how might the cultural heritage of our village be shown?

Students will access the Internet for research purposes and learn how to save images from the Internet to a disk. They will also use the video camera to save snapshots of local architecture to a disk. Finally, they will create a HyperStudio stack depicting images and text.

Sample Unit Abstract – Grade 7-12:

Exploring Nebraska Art and Architecture
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to: 1. Become aware of the artistic heritage available in the State of Nebraska. 2. Became aware of ways to study Nebraska Art on the Internet. 3. Find ways to analyze specific works of art and to communicate the analysis to others.

Sample Unit Abstract – Grade 7-12:

Heroes and Heroines in Science: Dispelling the Stereotype
Middle School (7-8)
High School (9-12)

This unit is to challenge students to think of scientists as heroes and heroines by dispelling the stereotypes of persons in scientific careers. Cooperative group of students research the life and works of a scientist and (through the use of the library and the World Wide Web) produce a multimedia portfolio of art, poetry, songs, and newspaper articles to honor the accomplishments of nontraditional scientists.

Objective 4.2 **Participating teachers will effectively use one or more computer-based education strategies in their classrooms. Strategies will include Internet resources, electronic portfolios, Hypertext, multimedia, and others.**

Activities	**Timeline**
• Site Coordinator will work with each participating teacher to develop units.	1996-2000
• Site Coordinator and evaluators will provide feedback.	1996-2000
• Art agencies will provide assistance and resources.	1996-2000

Evaluation Plan

• Attitude survey of teachers about the use of constructivist curriculum modules.	1996-2000
• Videotapes filmed by partners of samples of lessons to observe teaching and student learning in integrated curriculum activities will be analyzed.	1996-2000
• Site visits/teacher interviews to observe implementation of sample integrated constructivist curriculum will be conducted.	1996-2000
• Focus groups of students involved in integrated constructivist curriculum will be conducted.	1996-2000

Status

The Community Discovered is very aggressive in its teacher inservice and training activities. An extensive and focused training process, including extended summer workshops, is being used with participating teachers. Training has included fundamental training in technology, art, interdisciplinary teaching, and constructivism topics, and complement the overall integration goals of the project. Project teachers have also received equipment and computer software bundles related to the project and are continuing to plan and develop their particular curriculum modules. The site coordinators are continuing to provide additional individual training and mentoring activities at each site as necessary. Site coordinators are meeting with participants and their partners to help develop and implement the unit plans. Through use of the listserv, teachers are maintaining communications links with not only other teachers in the project but also with the museum contact people. Site coordinators are also assisting in such activities as the videotaping of selected events, and the capturing of archival data from a variety of sources and lessons.

The evaluation team continues to survey the teachers for yearly information on their experiences and teaching philosophy, and examine the observational or videotaped samples of the teachers activities in the classroom. Site visits occur yearly with a sample of the teachers, and selected teachers participate in structured interviews and focus groups relative to the formative evaluation process associated with this objective.

Objective 4.3 **By 2000, the project will produce a comprehensive system of world wide web pages containing links between appropriate resources and the curriculum units developed by participating educators.**

Activities	**Timeline**
• The Site Coordinators will identify links to art resources, curriculum integration units, and assist teachers to integrate these in all subject areas.	1996-2000

- The Computer Specialist will coordinate the development and integration of the web site across all aspects of the project. 1996-2000
- The Project Site Coordinator, working with the Computer Specialist and museum resource personnel, will help refine the unit format. 1996-2000
- The Art and Technology Coordinator and the Computer Specialist will develop and compile a database of units and art resources. 1996-2000
- Project resources will be linked to other resources and organizations accessible on the world wide web. 1996-2000

Evaluation Plan

- A review of project World Wide Web sites for lesson quality and appropriateness to project goals will be conducted. 1996-2000

Status

The Community Discovered prides itself on its model use of web based technologies for project support and evaluation activities. The project continues to operate its own comprehensive and impressive World Wide Web site, which is available at:

http://communitydisc.wst.esu3.k12.ne.us/

The web site structure was refined in 1998, to include the following main categories:

- ConferNET
- Curriculum Units
- Resources
- Special Interest Groups
- Intranet
- Calendar
- Information
- Comments
- Evaluation Team Website

The project World Wide Web site is of high quality and is continuing to evolve. It provides access to all of the project curriculum modules, general project information, various project initiatives, and links to a project World Wide Web site related to evaluation information. In addition to access from a link on the general Community Discovered project page, the evaluation information for the project can also be accessed directly at:

http://ois.unomaha.edu/cdeval/

This page includes links to all of the evaluation information, including the evaluation design, sample instrumentation, analysis of various data sets, and formal evaluation reports (such as this one). Teachers also use links to this evaluation page to provide spontaneous formative feedback to the project after conducting related classroom activities. In addition, this self-reflection process provides an "electronic journal" related to individual teacher perceptions and thoughts as they implement classroom lessons associated with the project.

As well as the World Wide Web pages focused directly on *The Community Discovered* project, the project has also worked closely with ARTnet Nebraska, where a more general list of resources and links is being maintained and can be accessed at:

URL: http://artnet.nde.state.ne.us/

ARTnet Nebraska is an on-line resource maintained by the Nebraska Art Teachers Association in cooperation with the Nebraska Department of Education and the Nebraska Arts Council to help support the arts as a core subject in the K-12 curriculum. It is an important link in *The Community Discovered* project's web site. The ARTnet Nebraska web site also includes links to The Getty Educational Institute for the Arts and the Kennedy Center's ARTSEDGE, which provide not only general lesson plans and other

curriculum resources but also a working collaboration resource for *The Community Discovered* teachers.

Goal 5: To create a national network of educators to support the development and implementation of appropriate learning strategies integrating the arts and technology with other core subject areas.

Activity V: Nationwide Community for Art and Technology Integration

Objective 5.1 The *Community Discovered* Web Site will be in place to provide curriculum models, museum resources, and continuing opportunities for information sharing, collaboration and support among educators.

Activities	**Timeline**
• The *Community Discovered* Web Site will link participants and experts.	1996-2000
• The web site will provide links to curriculum modules, digitized images, and other museum resources.	1996-2000
• The Art and Technology Coordinator and Computer Specialist will support The Community Discovered Web Site, The *Community Discovered* listserv, and project related distribution lists.	1996-2000
• NMAA Education Department and Prairie Visions will communicate with the *Community Discovered* Staff in creating summer training opportunities for teachers that can meet the objectives of the *Community Discovered* Grant.	1996-2000

Evaluation Plan

• Electronic hits related to the use of ARTnet Nebraska resources by Web Page resources will be summarized.	1996-2000

Status

Outreach and dissemination are important goals of the Community Discovered process, and they occur systematically and regularly through both the project as a whole and through individual partners. The project is beginning to prepare a formal monograph of "lessons learned", which will be written by individual partners, published within the last year of the project, and will operate as a comprehensive document for project replication and communication.

Lead teachers from *The Community Discovered* are also conducting some of their own outreach activities, due to the high visibility of the project, as reflected by this teacher quote.

> Teacher Listserv Report:
>
> I have been interviewed by the South Central Regional Technology in Education Consortium, because I had presented information about using the Internet, and how it was done. The article does include links to the Community Discovered site, as well as the NMAA.
>
> http://www.4teachers.org/feature/foster/
>
> There is also a copy of the first lesson I did with the Community Discovered folks.
>
> The South Central Regional Technology is located at Kansas State, and Nebraska is one of several states that are a part of this group.
>
> 3rd Grade Teacher

Some of the outreach activities for the project are also being facilitated through an ongoing collaboration with ARTnet Nebraska, which is the electronic network created by Prairie Visions and The Nebraska Department of Education. This network is operating successfully as a listserv and World Wide Web site with electronic links to and from *The Community Discovered* Web site. ARTnet Nebraska is also a useful source of technical assistance for participants in *The Community Discovered* project, and the evaluation team is documenting its use and effectiveness as a resource to project participants through the use of both teacher survey and electronic data collection procedures.

In addition to formal outreach to educators, artists, and other professionals across the country, each school district is also reaching out to their local communities through use of street fair process. Every year, the participating school districts each host a showcase of what has been done in the project and invite the local community to participate. These have been well received by the community at each location and will continue to expand and evolve.

Objective 5.2 **Cross-state partnerships will be encouraged to support replication and enhancement of appropriate activities.**

Activities **Timeline**

- Electronic portfolios will be available on-line so the resources can be shared with other Technology Innovation Challenge Grants and other interested projects. 1996-2000

Evaluation Plan

- Interviews related to cross-state partnerships will be reviewed. 1996-2000
- Documents related to presentations and partnerships will be reviewed. 1996-2000

Status

As a solid cross partnership activity, the project continues to have and develop a close working relationship with the Western Cluster group of the Technology Innovation Challenge Grants within the western portion of the United States. Within this partnership, *The Community Discovered* project is working with the other challenge grants to refine project strategies and the project evaluation process. Relationships are also developing with other projects outside of this cluster group, through both electronic and personal communications between the project and other interested individuals and institutions. As these personal contacts expand, additional electronic conferencing activities will be held to solidify the evolving partnerships. Electronic feedback for use

in the evaluation process is also being solicited through web page forms, listserv participation, and electronic mail to document the potential uses by other states.

Of special note is the ongoing partnership with the second Nebraska Technology in Education Innovation Challenge Grant, entitled the Connections Project. These two Nebraska Challenge Grant projects are continuing to work together on a regular basis to plan collaborative activities when appropriate or to share related inservice costs. A third Nebraska Challenge Grant is now also beginning collaborative activities and discussions. In addition, outside of Nebraska, the evaluation team of the *Community Discovered Project* has collaborated with the Triton Project in San Diego, California, and has authored a joint paper on problem based learning.

Associated with dissemination of the project, the project has also been aggressive in making presentations related to the project across the country. Major staff presentations include the following: The Technology and Teacher Education Conference, 1998; The Telecommunications in Education Conference, 1998; The Midwest Internet Institute 1998; The Nebraska Educational Technology Association Conference 1998; The National Educational Computing Conference 1997; The Nebraska Educational Technology Association 1997; The Midwest Internet Institute 1997, The ArtsEdTech Conference 1997; The Nebraska Association for the Gifted Conference 1997; The International Problem Based Learning Conference 1997, in Sydney, Australia. In addition to these more formal presentations, the project has also contributed to numerous other guest presentations, panels and dissemination activities at a variety of other conferences, meetings, and seminars.

Objective 5.3 **As a pilot cross-state partnership, *The Community Discovered* project and other projects will collaborate to expand on an effective integrated project in which teachers and students within the project will have the opportunity to communicate electronically with other teachers and students.**

Activities	Timeline
• Students will share and discuss their work with peers using the Internet, within a Virtual Conference process.	1996-2000

Evaluation Plan

• Structured interviews and surveys of pilot cross-state partnership participants will be conducted.	1996-2000
• Student work published on the Internet, related to the project, will be reviewed for relationship to project goals.	1996-2000

Status

As with all cross-state partnership activities, to keep costs low, activities related to establishing alliances focus primarily on the conference based meetings, formal publications, and the ongoing use of electronic based collaborations using electronic mail, listserv, and Internet based communication.. Additional activities related to cross-state partnerships are also embedded in the other project objectives as a natural outgrowth of each project objective.

The Community Discovered Project also makes careful use of its advisory board, which consists of a wide mix of professionals across the country (See Appendix F). This board met in April of 1998, and the following suggestions from the board were used in planning activities for the following 1998/1999 school year.

Suggestions from the April 3rd, 1998, CD National Advisory Board Meeting:
Note: The project responded carefully to this input.

1) The Unit Plan design may need to be reviewed for complexity.
2) A strategy for continued funding should be identified.
3) An ongoing process to support constructivism should be undertaken.
4) Continue the good work on keeping the project visible and progressive.
5) Administrator inservice or other support might be considered.
6) Unit Plan ideas might benefit from earlier feedback or approval.
7) Drawing on the expertise of board members more frequently could be useful.
8) Involving parents more substantially within the project should be considered.

BEST COPY AVAILABLE

The project has been very aggressive in participation at yearly national and regional conferences. These have included presentations at the National Educational Computing Conference, the Technology in Teacher Education Conference, the Telecommunications in Education Conference, and American Educational Research Conference. In addition, the project is beginning to publish and prepare articles related to the project with an article published in Art Education, and another article being submitted to Information Technology and Teacher Education.

In addition, formal collaboration activities with the second Nebraska Challenge Grant project have enhanced cross-state sharing. It is also planned that in the upcoming years of *The Community Discovered*, additional districts might be "virtually involved" through on-line participation. This could involve use of curricular units with systematic collaboration between teachers in the Community Discovered Project and their "on-line partners." Through such collaboration, units would be integrated, evaluated, refined and further enhanced through the process. Further, the work with developing such curricula, such as evolving plans with ACTV's "e-school" network, will promote opportunities for expanding connections among teachers, dissemination of project resources, additional sources of evaluation through stakeholder feedback, and even potential sources of revenue to assist in sustaining the *Community Discovered Project* beyond the life of the grant.

IV. Summary

It is said that a good project will always continue to grow and evolve, and "*The Community Discovered*: The Search for Meaning Through the Integration of Art and Technology in K-12 Education" is now well established, growing systematically, and evolving fully in its third year of formal activities. The project has embraced advanced information-based technologies and has refined its plans as technology-based applications continue to evolve with emerging capabilities, such as new capabilities on the World Wide

Web. The project is building upon its earlier successes, upon a strong organizational foundation, and with an aggressive commitment by its many partners.

The Community Discovered project has already provided to its teachers substantial training in technology, the arts, interdisciplinary teaching, and constructivism. This training has included extensive summer workshops involving faculty from the Prairie Visions Institute and The National Museum of American Art, Smithsonian Institution. The NMAA continues to provide significant leadership and ongoing support to museum-related goals of the project, and the ongoing work on electronic images by the project's group of museums continues to provide a rich resource for the integration of art into other disciplines via the Internet. In addition, the project is drawing upon successful and extended external collaboration through its ongoing partnerships with national institutions. These national institutions provide insight, a broad perspective, and rich resources for the project. Additionally, the linkages forged between these national agencies and our state agencies have already been highly successful. Communications among curators and directors are now routinely occurring on-line and through periodic visitations. The museum and educational personnel have begun to develop common interests through their work with *Community Discovered*, that have often resulted in a "joining of forces". Such outcomes and collaborations are critical to the ongoing development and sustainability of the project. Further, such national-state linkages have been enhanced and reinforced by new partners being added to the state level to provide additional leadership and support for the related project objectives.

The Community Discovered project is committed to staying on the "cutting edge" of educational technology use, and the project is taking full advantage of the evolution of the Internet. In particular, the project is making strong use of the World Wide Web within all project activities. The World Wide Web is also be the basis for the evolving "portfolio" representing the project, so that educators from around the world can share in the information, knowledge, and resources generated by *The Community Discovered* project. Project activities will also continue to strive to make use of video-conferencing, listservs, telecommunications available on the Internet, and other emerging delivery systems. Cross-state partnerships are evolving, and new technologies will allow for the pursuit of variety of collaborative activities, such as the student virtual conference, which would be impossible to deliver in any other way.

Goals and objectives in the grant continue to integrate the four strands that we are using in all areas of the project. These four important strands are: 1) the arts, 2) technology, 3) constructivism, and 4) interdisciplinary planning and teaching. These four critical areas are systematically integrated and addressed in the many professional development activities for our participants and will continue to guide us in achieving the mission statement of the grant.

The evaluation process is fully integrated, and is evolving and expanding with new interactive capabilities on the world wide web. These evaluation activities draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. Evaluation work continues to provide useful formative evaluation information to the project, and helps represent the project to various stakeholders. Teachers benefit from reflecting on their own teaching and are providing important feedback information over the listserv and in surveys and personal interviews. Classroom visitations and observations are also conducted. The evaluation team's web site also contributes to the historical and portfolio process which is representing the project and assists in project related dissemination to other projects and educators, such as the project evaluation plan, developed instruments, data summaries, and electronic copies of formal reports. This page is also being used as a data collection tool, focused on ongoing electronic feedback from participants. Finally, work continues on systematic longitudinal evaluation processes which will help document the overall model of the project and will result in a "lessons learned" monograph within the last year of the project.

As *The Community Discovered* project moves forward, perhaps most importantly, there continues to be a real team effort underway by all stakeholders in the project to positively effect the learning environment for all students. This teamwork is growing and becomes more solid during each successive year of the project. As any project on the "cutting edge", it is expected that *The Community Discovered* project will continue to evolve as new educational technologies and understandings become available. The project is indeed a comprehensive one, and its use of a systematic implementation process and the incorporation of a careful evaluation plan are no doubt critical components in its effectiveness to date and promise of effectiveness in the future. The strong and full commitment by all partners to contribute

to the overall success of the project will no doubt continue to provide a natural catalyst for success as the project strives to implement its very aggressive set of goals and objectives.

Appendices:

Appendix A: Budget Information
Appendix B: Evaluation Plan Details
Appendix C: Sample Professional Development Unit
Appendix D: Sustainability Planning Report
Appendix E: Private School Accessibility Plan
Appendix F: Project Advisory Boards
Appendix G: Unit Abstracts
Appendix H: Inservice Training Institute Examples
Appendix I: ACTV Plans and Press Release
Appendix J: Project Calendar of Events
Appendix K: Virtual Student Conference Information
Appendix L: Blue Ribbon Panel Results
Appendix M: Sample Community Discovered Newsletter
Appendix N: News and Public Relations Excerpts
Appendix O: Museum Summit Information

Appendix A:

Budget Information

Budget Report 1998
(As of 10/31/98)

Westside Personnel

At of the time of this report, $223,392 has been spent in this budget category. A projection to the end of this FY 98 will be approximately $265,000. There will be a carry over of about $60,000 which is due to several factors: 1. The Art and Technology Coordinator has gone from 1.0 FTE to .8 FTE, 2. The position of Administrative Assistant was vacant for 3 months due to a resignation, 3. Anticipated raise of 4% plus did not occur and resulted in a 3% increase per district contract. In addition, this category includes substitute pay for Westside teachers and we expect to spend about 50% of this budget line due to the lack of substitute teachers available and an increase in the rate of payment for substitutes.

Benefits

Benefit costs were predicted on the basis of 28% of salary. Again, there will be a carry over in this line item of about $23,000 due to the factors listed above. At the time of this report almost $48,000 has been spent and it is projected that $57,000, will be spent by the end of FY 98.

Non-district personnel wages plus benefits

This category includes the museum educators at the NMAA (Smithsonian), Joslyn Art Museum, Sheldon Art Gallery and Sculpture Garden, Museum of Nebraska Art and the National Museum of Wildlife Art. Other budget items in the category include, Site Coordinators for Grand Island, Nebraska City, Omaha Public Schools, Lexington Public Schools and Winnebago Public Schools. In addition this category includes substitutes and summer writing stipends for other school districts. As of the date of this report we have not received third or fourth quarter invoices for the above services. It is very difficult to predict final expenditure for FY 98 in this category but we do predict that about 75% or $333,000 will be spent. It is important to note that there may be carryover this is budget category due to the fact that some school districts have not invoiced the project for several years. We expect they will do so by the end of the grant.

Travel

Approximately, $110,000 of this $165,000 budget line has been expended in 1998. However, the carry over in this line item will be used in the upcoming years as we look at delivering staff development to our various sites and attending numerous conferences to disseminate information as per grant proposal. We also intend to send participating teachers to training workshops (train the trainer), in order to increase their knowledge and share with other teachers. This in turn, will address the issue of sustainability of the project after the grant expires.

Equipment, Materials and Supplies

Due to the reduced cost of computer hardware there will also be a carryover in this budget category. The Community Discovered has renewed its contract with ACTV, Inc. for its ***e-School on-line*** program for $25,000. Also, the project has purchased Mavicka cameras for each school district. However it is projected that there will be a carry-over of about $100,000 what will be addressed in this report under plans for carry over money.

Contractual

The University of Nebraska at Omaha was granted $85,000, which includes a sub-contract with Far West Labs for evaluation of the project. In addition contractual obligations to the National Museum of American Art for summer workshops for participants has been paid in the amount of $8000. The contract with the University of Nebraska at Omaha for the services of a part-time Director has been paid in full and that contract was not renewed. This budget category also has paid for the editor of the VISIONS (our quarterly newsletter) and a consultant to design and produce the same. Together it is anticipated that they will be paid about $4000 during FY 98. The Community Discovered project has also used this category to supplement the lack of art specialists in many of our participating school districts. As noted in this annual report, the project has initiated an "artist in residence " program to meet these needs. In addition, the demand on local site coordinators has increased due to number of participants therefore the services of Dr. Dennis Hansen has been retained to help supplement the needs that exist. To date Dr. Hansen has been paid about $1000. Finally, in preparation for our "Virtual Conference" in April of 1999, the services of a web consultant have been retained to help design the web page to be used. Finally the services of a photographer for the purpose of collection photography was retained by the National Museum of Wildlife Art and was paid a total of $5,000. As of this date, $113,000 has been spent and it is projected that we will spend about $120,000

Other

This budget category is primarily for internal project maintenance. Among the items listed are: postage and shipping, equipment repair, office rental, telephone expenses meeting expenses professional development registration and contingency. With the exception of contingency funds, it is predicted that about 75% of the money in this category will be spent or approximately $75,000.

Plans for any carry-over funds

At the time of this report it is anticipated that the will be a carry-over of funds the FY 98 budget. Listed below are some potential examples of how these funds will be used:

- The publication and distribution of a Community Discovered Newsletter to about 2500 teachers, community leaders and private schools.

- Collaboration with Connections and In-Visions Projects to hold a series of workshops for administrators and participants throughout the state and the production of a communication brochure that outlines each Challenge Grant and illustrates the cooperation and collaboration between each project.

- As the project continues to expand with more teachers and schools, the delivery of staff development activities are more challenging. The availability of substitute teachers is very limited, thus limiting the number of teachers that can attend. Therefore, the CD staff will be looking for new and innovative ways to deliver this information and training.

- The renewal of the contract with ACTV and development of curricular units, the "Virtual Conference" and professional development activities and training.

- Increase in the number of teachers who wish to do summer writing.

- The CD staff will attend more conferences if applicable and will make every effort to disseminate information.

- The development of a "train the trainer" model for participating teachers as a method to sustain the project. This may require additional travel.

- Potential rent increase for office space.

- Increase in fiscal agent's salary.

- Potential salary increases.

- Increase in the pay rate for substitute teachers

- The production of an Annual Report "magazine" for distribution of all stakeholders.

- Increased support for equipment, staff and consultants for the "Virtual Conference."

- The development of a kiosk at the Sheldon Museum.

- Updating of computer hardware for participating teachers.

Appendix B:

Evaluation Plan Details

Evaluation Plan Summary

The Community Discovered:

The Search for Meaning Through the Integration of Art and Technology in K-12 Education

Award No. R303A50443

Evaluation Team:

Dr. Neal Grandgenett, University of Nebraska at Omaha
Dr. Neal Topp, University of Nebraska at Omaha
Dr. Elliott Ostler, University of Nebraska at Omaha
Dr. Joan Peterson, West Ed. Laboratories
Mr. Mike Timms, West Ed. Laboratories

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Included with the Progress Report No. 4

For budget period of January 1, 1998 - December 31, 1998

Purpose:

The following document is for use in providing a brief overview of the evaluation plan of the project entitled *The Community Discovered: The Search for Meaning Through the Integration of Art and Technology in K-12 Education Community Discovered.* The project is being conducted under the leadership of the Westside Community Schools in Omaha, Nebraska, and is a Technology in Education Innovation Challenge Grant, funded by the U.S. Department of Education.

Project Background:

The Community Discovered, the project of focus for this evaluation plan, is currently completing the second year of full operation, and is a five-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. A special emphasis has been placed on serving disadvantaged students in rural and urban areas. The focus of this project is to develop curriculum models of engaged student learning using technology and resources of the Information SuperHighway. Six art institutions are currently involved: The National Museum of American Art, Smithsonian Institution; The John F. Kennedy Center for Performing Arts; The Joslyn Art Museum; The Museum of Nebraska Art; and The Sheldon Memorial Art Gallery and Sculpture Garden, and the National Museum of Wildlife Art. In addition, the Getty Education Institute for the Arts has also assisted with the project.

The Community Discovered project has five goals:

1) to promote and encourage academic achievement
2) to provide student equity in access to State and National museum resources
3) to enable educators to effectively use appropriate technologies for teaching and learning
4) to effectively integrate the arts into interdisciplinary curriculum projects

5) to create a national network of educators to support the development and implementation of appropriate learning strategies that integrate the arts and technology into other subject areas.

Evaluation Background:

The Evaluation process for *The Community Discovered* continues to expand and evolve, with evaluation related data being collected and systematically reviewed for formative input into specific project objectives and related project activities. The evaluation design is carefully matched to project activities, and is implementing a five year plan for both formative and summative review (see enclosed evaluation timeline). The evaluation is essentially that of an "impact analysis". In evaluation studies, impact analysis can be defined as "determining the extent to which one set of directed human activities affected the state of some objects or phenomena, and . . . determining why the effects were as large or small as they turned out to be" (Mohr, 1992, p.1). In this examination of the effectiveness of *The Community Discovered* project, the evaluation design is focused on analyzing data related to each of the five goals and related project objectives. The evaluation determines the general progress and impact of the project on K-12 education in the participating schools, and includes a systematic review of the learning environments for both students and teachers. The evaluation also helps document the project as a potential model for replication by other educational institutions and organizations.

Evaluation Team:

An evaluation team is derived from the Office of Internet Studies (OIS) in the College of Education at the University of Nebraska - Omaha (UNO), and West Ed Laboratories in San Francisco, California. The Evaluation Team consists of the following professionals.

Dr. Neal Grandgenett: Dr. Grandgenett is currently a professor of mathematics education within the Department of Teacher Education at the University of Nebraska at Omaha. Dr. Grandgenett is active in the examination of technology based learning environments, and has published over 30 articles and research papers related to the topic. He has also presented at numerous conferences related to educational

technology, including the National Educational Computing Conference, The National Council of Teachers of Mathematics Conference, and the Society for Information Technology in Teacher Education Conference. He co-directs the Office of Internet Studies at the University of Nebraska at Omaha, which coordinates various research and grant activities related to the use of the Internet in the teaching and learning process. He recently was awarded the Paul Kennedy Diamond Professorship for outstanding research and teaching in the field of professional education, related to technology and mathematics education. In addition he also won the 1998 Technology Professor of the Year Award for Nebraska, presented by the Association for Information Management of Nebraska.

Dr. Neal Topp: Dr. Topp is currently an assistant professor of educational technology within the Department of Teacher Education at the University of Nebraska at Omaha. Dr. Topp recently won the Nebraska Information Technology Professor of the Year award, presented by the Applied Information Management Institute, and is active as an education and business consultant. He is a former teacher and administrator with over 20 years of experience in the public schools and higher education. He has presented at numerous national and international conferences, including the National Educational Computing Conference, The Telecommunications in Education Conference, and the Society for Information Technology in Teacher Education Conference. He has published numerous articles in the field, directs several grants related to educational technology, and co-directs the Office of Internet Studies at the University of Nebraska at Omaha. He teaches graduate classes in information technology which include a strong emphasis in networking, educational use of the Internet, and teacher training.

Dr. Elliott Ostler: Dr. Ostler is currently an assistant professor of teacher education specializing in mathematics and science education at the University of Nebraska at Omaha. Dr. Ostler is very active in developing technology based learning environments, and is an expert in authentic assessment. Dr. Ostler teaches courses in educational research, instructional technology, and mathematics education, and is working closely with several school districts to help them integrate new curriculum and evaluation standards into their instructional processes. He also has numerous publications and conference presentations related to these areas of expertise. In addition to his secondary and university level classroom experience, Dr. Ostler has served as an evaluation consultant on many technology based grants, including federal grants in excess of 5 million dollars.

Dr. Joan Peterson: Dr. Joan Peterson is a nationally recognized arts educator, joining WestEd in 1994 to direct the Assessment Development Lab for Early Adolescence through Young Adulthood Art for the National Board for Professional Teaching Standards. She formerly was Visual and Performing Arts Consultant to the California Superintendent of Public Instruction, a position funded by the J. Paul Getty Trust. In that position, she coordinated the development of a statewide plan to strengthen arts education in California public schools. Prior to that, Dr. Peterson was the founding director of the statewide professional development center for visual and performing arts, The California Arts Project, which has ten sites on university campuses providing institutes and other support services for arts educators. She was a prime mover in the organization of the National Council of State Arts Education Consultants and co-chair of their task force on national standards for arts education and the national summary of state arts education frameworks. In her current role as Senior Research Associate/Arts she is working with Kentucky

Department of Education in the development of student assessment in the arts and humanities and serves as a special consultant to the Council of Chief State School Officers' State Collaborative on Assessment and Student Standards (SCASS) in the Arts. Dr. Peterson has also worked with international schools in arts education professional development activities in 24 countries to date. She holds degrees from Pomona College and Harvard University.

Mr. Michael J. Timms: Michael has seven years experience in the development and administration of performance assessments, including computer-based assessments. For three years he managed a successful major project to develop a portfolio-based national assessment for accomplished teachers for the National Board for Professional Teaching Standards. He assembled and led a team of staff and teachers to investigate and develop cutting-edge performance assessments to identify art teachers as National Board Certified accomplished teachers. During this project he played a significant role in creating conceptual frameworks to develop authentic and reliable portfolio assessments, and assisted in the development of a computer-assisted scoring and reporting system. While at WestEd he has also managed the development of state-wide on-demand assessments in computer science and information systems and marketing for the California Department of Education, and managed the development of arts and humanities assessment items for the Kentucky Instructional Results and Information System. He has designed evaluation instruments for the Community Discovered Education Technology Challenge Grant project in Omaha, Nebraska that is developing technology based integration of core subjects with the arts. In his previous position as Project Director at CTB McGraw-Hill, he led multiple assessment development projects, including one to develop a computer-based multimedia assessment for beginning teachers. He handled all aspects of assessment development from the initial conceptualization through the development of items, tasks and scoring systems, to the final administration, scoring, and standard-setting.

The Evaluation Process:

The evaluation process uses multiple sources of information, and includes a comprehensive approach to data collection that is targeting information related to each project goal and objective. These data types include: 1) teacher survey data, 2) electronic data, such as listserv participation and electronic logs, 3) classroom observations and videotaping, 4) teacher and student interviews, 5) student projects and portfolios, 6) teacher growth plans, 7) focus groups, 8) standardized and teacher created test data, 9) attendance records, 10) trends in disciplinary actions, 11) stakeholder surveys, and 12) changes in school structure. All data is summarized and placed within a World Wide

Web page format that is available for review by the project staff, participants, and interested stakeholders. The URL is http://ois.unomaha.edu/cdeval/ for the full evaluation portfolio of the *Community Discovered* Project.

Timeline Progress:

Attached is the formal evaluation timeline previously filed with the U.S. Department of Education, and used for formal evaluation planning within the project. To date, the project has met all yearly objectives related to project evaluation, and has been consistently on schedule related to project evaluation activities.

Status:

The evaluation process emphasizes the blend of both quantitative and qualitative data analysis, with conclusions and implications for each objective based on multiple sources of data. The status of each project objective (along with organizational goals and related evaluation activities) is summarized in the report narrative. The overall evaluation process is well established and underway, and continues to evolve and expand with new interactive capabilities on the world wide web, such as interactive forms.

The evaluation activities draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. Evaluation work continues to provide useful formative evaluation information to the project, and helps represent the project to various stakeholders. Teachers have benefited from reflecting on their own videotaped examples of their teaching and provide important feedback information in surveys, over the listserv, and in personal interviews. Classroom visitations and observations are also conducted. The evaluation teams web page also contributes to the historical and portfolio process for representing the project, and assists in project related dissemination of products of use to other projects and educators, such as the project evaluation plan, developed instruments, data summaries, and electronic copies of formal reports. This page is also being used as a data collection tool, focused on continual electronic feedback from participants.

Some Evaluation Highlights of Observed Progress:

The project evaluation uses systematic longitudinal evaluation processes, which will help document the overall implementation model of the project, and represent project outcomes. Each of these processes are more fully described within the project report, and through access of the project evaluation web page at http://ois.unomaha.edu/cdeval/, however some selected examples of evaluation information is included here as samples of the evaluation plan being implemented.

Involvement Highlight: The project is a multi-element education program that: brings the arts and art museums into classrooms electronically; develops computer integration strategies; trains and supports teachers; builds curriculum, instruction, and assessment strategies; and seeks to build a nationwide community for the arts and technology integration. The involvement within the participating districts has been systematic and has included the direct participation of the following.

	Project Related Direct Participation			
	'95-'96	'96-'97	'97-'98	'98-'99
Teacher Participants	18	41	76	101
Teacher Partners	18	41	76	101
Students	2,350	5,000	8,000	11,000
Parents	0	34	50	90

Classroom Studies Highlight: For additional quantitative data, the project is examining classroom-based research data being collected by the project teacher participants which targets outcomes directly linked to their individual project growth plans and classrooms. This classroom-based research data appears positive. As an example, one teacher focused on increased reading scores. Data indicated that students within the project had significantly increased in the California Test of Basic Skills (CTBS) reading scores from a pretest average of 21.7 to a posttest average of 62.5. This was then compared to a control group (from a similar class which was not involved in the project) that increased

to a posttest score of only 43.6. Teachers are examining a wide range of classroom based achievement through graduate study class options which has include a variety of quantitative measures such as attendance information and standardized test information. A summary of this classroom research analysis is represented graphically below.

	Teacher Classroom Action Research Summary *1998*
	General Results Summary
Reading (n=37)	• The art integration appeared to benefit in CAT 6th grade achievement
Math (n=95)	• Art integration 7th grade groups achieved equally with regular groups on a mathematical patterning test. Qualitative analysis noted more pattern based connections in the art integration group.
Literacy (n=40)	• An art integration 2nd grade group achieved equally with a control group on a teacher made writing tests.
Attendance (n=132)	• Student attendance in several art integration vs. no art integration classes were equivalent.
Art (n=26)	• Third grade students integrating art within several other units greatly improved their attitudes toward art as reflected on a teacher survey.

Graduate Thesis Highlight: In addition, working with other faculty within the University of Nebraska system, the Evaluation Team is also directing the work of graduate students who are conducting thesis related research incorporating project activities. For example, a recent thesis study involved 95 students in an experimental and control group design for a careful examination for art integration into the classroom. An abstract of this thesis is included below, and the full thesis is available upon request from the University of Nebraska at Omaha.

Thesis Abstract: *1998*

An Investigation of Using the Visual and Performing Arts as a Means to Teach Arithmetic and Geometric Patterns. By Darcee Rothe,. University of Nebraska at Omaha

The purpose of this study was to determine if the integration of the visual and performing arts in a mathematics classroom would increase students understanding of arithmetic and

geometric patterns. This four week study involved five classes of seventh grade students. There were two control groups of traditional mathematics instruction, and three experimental groups which were instructed using an integration of the arts to teach mathematical patterns. Three different assessment tools were used to gather information to explore the results. The main instrument, the Cognitive Abilities Test, came from the Riverside Publishing Company. The focus of this instrument was on the quantitative and nonverbal portions of mathematical patterning. For additional analyses, art related content answers were also analyzed for an Experiencing the Arts instrument (researcher developed) involving questions directed at a student comparison of two paintings. A student Data Project activity was also used to examine if there appeared to be any transfer of concepts to a student social studies and mathematical patterns task. The results of the Cognitive Abilities Test suggested that teaching in the traditional fashion and teaching with an integration of the arts had similar effects on the students' understanding of mathematical patterns. The qualitative results on the other two instruments suggested that the group who was instructed with art integration tended to make more mathematical connections within the art and pattern related several tasks. The results suggested further study in the instruction of mathematical patterning through the visual and performing arts.

Student Artifact Highlight: Student development work is a strong part of the project, and students are involved in a large variety of innovative and creative projects. Some students have developed electronic products such as electronic portfolios, HyperStudio stacks, panoramic and object virtual reality representations of sculptures, or other lesson-based electronic products utilizing a variety of educational technology software. These electronic student products and multimedia projects are also helping to represent the project within the *Community Discovered* web site, as evidence of student accomplishments. They also help reflect student achievement. One example from the many examples included in the full project report is included here.

Student Project Examples:

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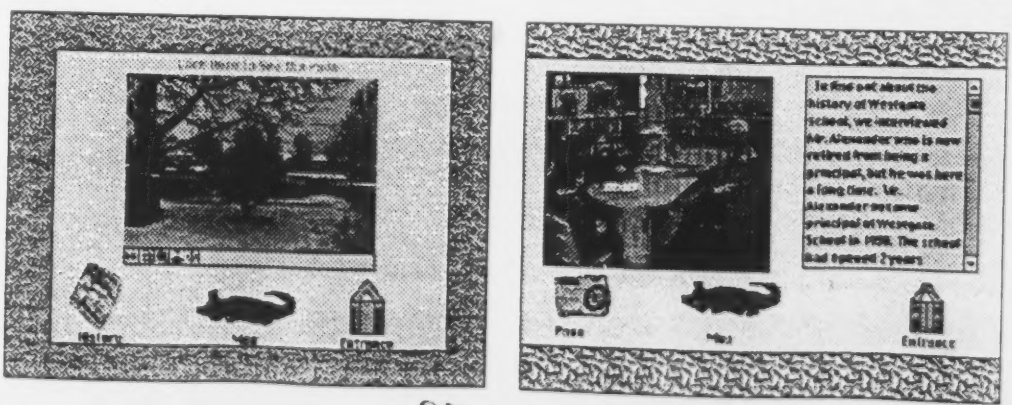
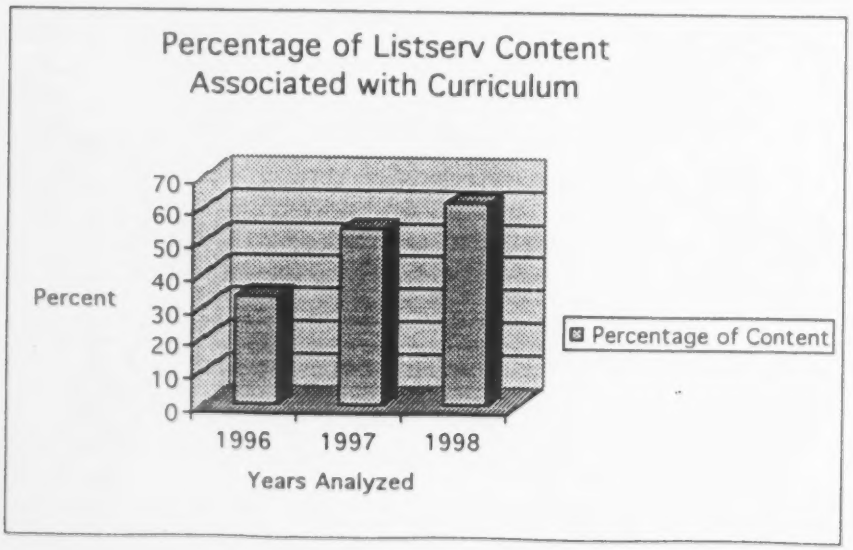


The example project, represented by the two visuals above illustrate an extensive multimedia project (over 500 MB) completed by students in the Westside School district who were involved with sharing information about themselves, their schools, and their community, with students in Winnebago, using virtual reality panoramas, text, sound, and imagery, in an extensive multimedia development process.

Project Listserv Analysis: Building upon their training experiences, project teachers are continuing the process of planning the integration of arts resources into classroom activities. Teachers are linked to museum and performing arts agency personnel and to other educators by use of a project facilitated listserv, which facilitates ongoing communication between project participants and provides additional information for the formative evaluation process. Docents at the museums also access email with the participating teachers and the project will eventually attempt to use desktop video conferencing. The information exchange amongst participants within this listserv is indeed interesting and reflects a true collaboration. The use of this listserv is evolving, and during the last two years of monitoring this communication process, the percentage of curriculum oriented messages (as opposed to technical or other content) has increased from 33% to 54% to 62%. See figure below.



Project Web Site Analysis: Specialists are employed at each of the art museums to work with teachers in researching resources and digitizing images and textual materials for access over the Internet. The web sites of these museums and the Kennedy Center contribute substantially to the project and are of the highest quality. They can be accessed easily through links on *The Community Discovered* site.

[URL http://communitydisc.wst.esu3.k12.ne.us/HTML/resources/].

Each of these museum based web sites are accessed continually from around the world, and the interest in these sites is expanding rapidly, as indicated by statistics from the Sheldon Art Museum.

Web Site Hits for Museum Resources (Example: Sheldon Museum): *1998*

	Jan 1997	July 1997	Jan 1998	Nov 1998
Total Files Served	21,985	165,442	520,093	1,586,770
U.S. Ed. Institutions Hits	1,340	5,299	80,043	219,934

In addition to positive teacher comments, *The Community Discovered* project World Wide Web site has received several official awards, as indicated by the following communication from the Northeast Regional Technology in Education Consortium:

Web Page Award (1997):

The advisory group responsible for developing the Web site for NetTech, the Northeast Regional Technology in Education Consortium wants to let you know that "*The Community Discovered*" is featured in this month's NetTech: Best of the Web in Educational Technology. Check it out at http://www.nettech.org/ NetTech searches the Web for new and exemplary sites in educational technology. Each month NetTech highlights 12 best educational technology sites.

Teacher Survey Analysis: Project training activities have been routinely reported by the teacher participants as being very appropriate and adaptable to classroom use, and teachers have indicated that they believe their knowledge has increased in each of the key training areas. See table on the next page.

Feedback from Teachers on Project Training Activities:				*1998*
Knowledge in:	Interdisciplinary Teaching	Art Integration	Technology	Constructivism
Not Improved	15%	1%	4%	10%
Somewhat Improved	50%	39%	50%	65%
Considerably Improved	35%	60%	46%	25%

The project participants routinely complete formative evaluation surveys following any inservice session. These surveys are then quickly summarized and made available for staff review and planning. These formative evaluation reports are accessible over the web as well from the Evaluation web pages at http://ois.unomaha.edu/cdeval/index.html.

Teacher Change Analysis: The evaluation team continues to survey participating teachers each year for information related to each of the areas of art, technology, constructivism, and teaching philosophy, and at the request of some teachers, review videotapes of project activities. In addition, surveys acquiring teacher feedback related to the summer training activities are also summarized, and teachers continue to share their ideas and suggestions spontaneously over the project listserv. Teachers appear to be benefiting from project related training in each of the target areas, as suggested by a summary of change related data below.

Cumulative Summary of Data on Teacher Change

Cumulative Surveys (as of 1998):

- Over 55% of the teachers reported that their knowledge of constructivism had improved in *The Community Discovered* Project.
- Over 60% of the teachers reported that their knowledge of interdisciplinary teaching had improved in *The Community Discovered* Project.
- Over 58% of the teachers reported that their knowledge of technology had considerably improved in *The Community Discovered* Project.
- Over 72% of the teacher participants felt that their knowledge of art integration had considerably improved as a result of their involvement with *The Community Discovered* Project.

Video analysis (Baseline 1997 Data Only – Being Followed with Teacher Case Studies)

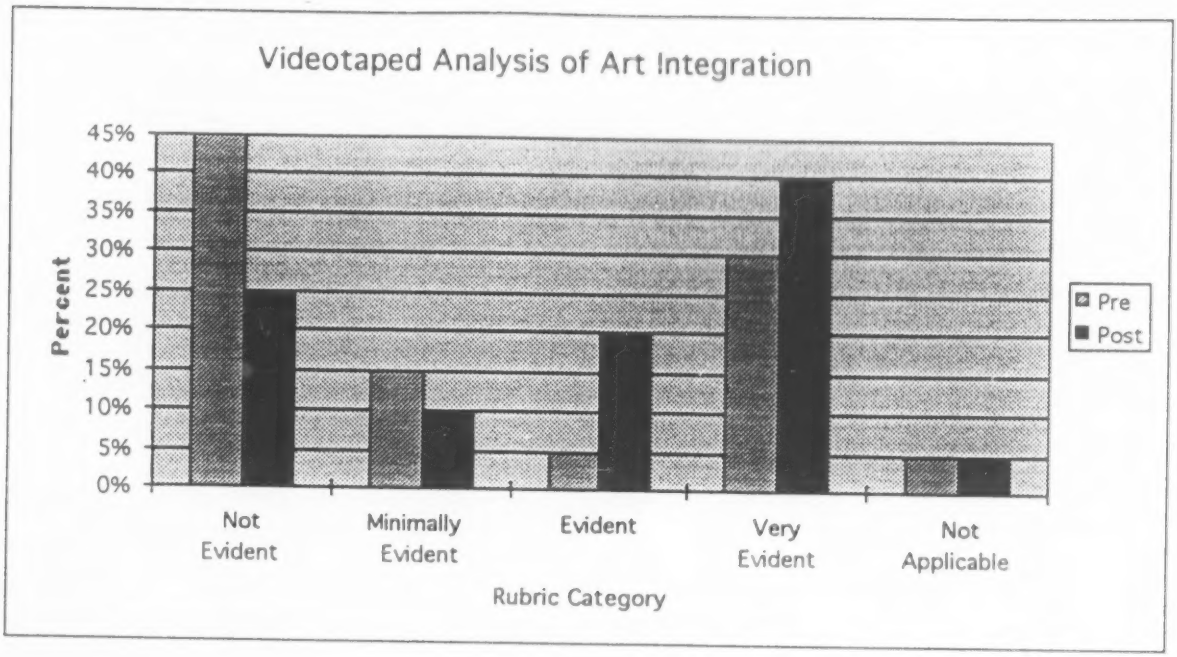
- The videotape analysis showed a moderate degree of teacher change indicative of a constructivist learning environment in the areas of cooperative group learning, and a more minimal change in the way the teachers facilitated the classroom discussions and questioning strategies.
- The videotape analysis did not show much direct evidence of effective technology usage being facilitated in the classroom, although that was evident in student projects and products.
- The videotape analysis did not show much direct evidence in connections being established between art and the core subject, or the use of art to facilitate learning in the core discipline, although that was evident in student projects and products.
-

Cumulative Classroom and Field Observations (as of 1998):

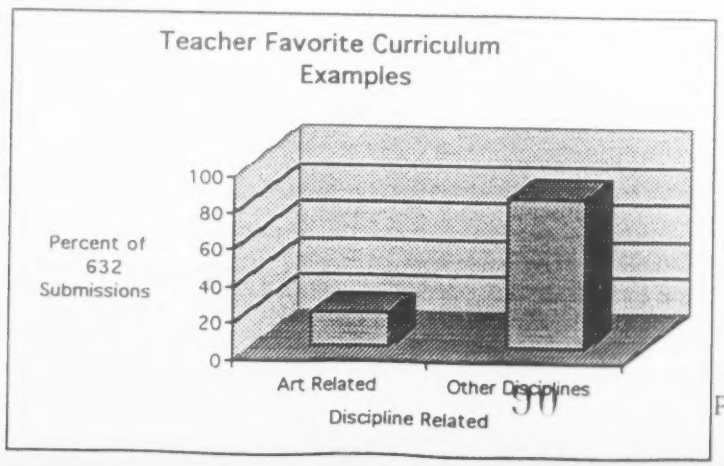
- Classroom observations continue to reflect considerable teacher facilitated cooperative learning groups and active student engagement in the learning process.
- Teachers appear to be excited about various interdisciplinary aspects of the project, as well as the multicultural connections that many of their activities find within the project.
- Classroom observations continue to reveal a very high level of attempts at technology usage and excitement toward new technology applications, such as virtual reality, and the potential for student electronic conferencing.
- In general, classroom observations revealed a high level of art integration and attempts at DBAE education by teachers.
- Teachers felt, and often commented on the many ways that they had changed as a result of their participation in *The Community Discovered* Project.

More complete summaries of these activities are available through the evaluation related web site associated with the project [http://ois.unomaha.edu/cdeval/]

Baseline Videoanalysis (1997): During this next year, teacher observation and case study analysis will be used to also examine whether new observations that are consistent with earlier observations of teacher changes related to technology and art integration. These earlier observations, made from teacher videotaped lessons, are now representing a baseline for the project, as indicated by the following graph of 1997 data, showing increases in art integration related to teacher lessons (see next page).



Statewide Integration Documentation: To enhance the formative evaluation process related to this technical support, the evaluation team is working closely with the Educational Service Units to blend state-wide evaluation tasks with those of *The Community Discovered* project. This has included the modification of a state distributed survey to include questions related to the goals of *The Community Discovered* project and the modification of a structured interview protocol already being used in debriefing technology resource persons in the state. For example, in the recent 1998 state distributed surveys, the use of Internet based art related lessons accounted for over 18% of the more than 632 teachers submitting favorite curriculum examples for use with the Internet from across the state of Nebraska.



Statewide Success Example: The use of the Internet in education is a large interest for Nebraska, which provides a fertile field for innovation related to continuing efforts and commitment of partners in *The Community Discovered* project. To illustrate this commitment to the use of the Internet, Nebraska was recently ranked first in the country in the use of the Internet in a national report completed by Education Week, with at least 64% of the schools are determined to have at least 50% of the teachers using the Internet in curriculum. Below is the rankings as associated with that report.

Education Week Statistics on Percentage of Schools Where at Least 50% of the Teachers Use the Internet for Instruction. *October, 1998*

1.	Nebraska	64%	
2.	Alaska	63%	
3.	Maine	49%	
4.	Iowa	46%	
5.	Minnesota	46%	*The U.S. Average is 33%*

Summary Comments on the Evaluation Plan:

The Community Discovered Project is proud of its systematic and well integrated evaluation plan. The evaluation process is being fully integrated with the project, and is evolving and expanding with new project initiatives, and new interactive capabilities on the world wide web. These evaluation activities draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. Evaluation work continues to provide useful formative evaluation information to the project, and helps represent the project to various stakeholders. Teachers benefit from reflecting on their own teaching and are providing important feedback information over the listserv and in surveys and personal interviews. Classroom visitations and observations are also conducted. The evaluation team's web site also contributes to the historical and portfolio process which is representing the project and assists in project related dissemination to other projects and educators, such as the project evaluation plan, developed instruments, data summaries, and electronic copies of formal reports. This page is also being used as a data collection tool, focused on ongoing electronic feedback from participants.

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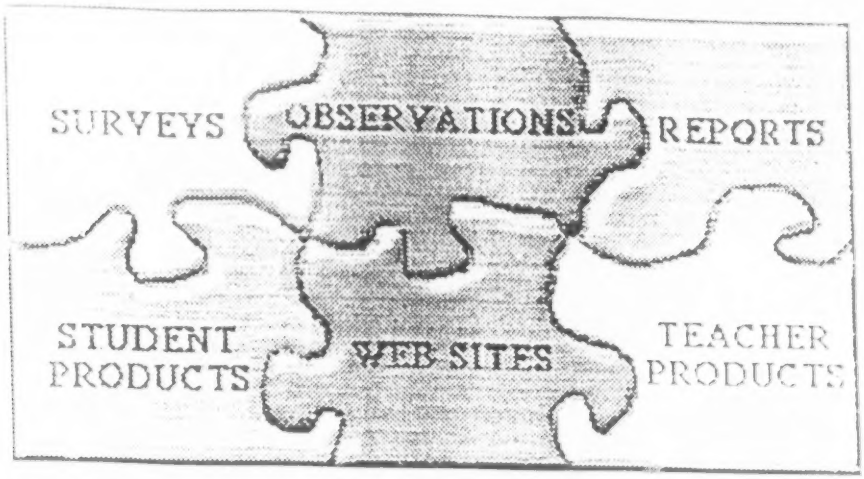
All data is summarized and placed within a World Wide Web page format that is available for review by the project staff, participants, and interested stakeholders. The web site representing the evaluation portfolio is: **http://ois.unomaha.edu/cdeval/** The evaluation web site is fairly comprehensive and is organized using the following themes and graphics in order to present the evaluation information clearly.



Finally, work continues on the overall systematic longitudinal evaluation processes which will help document the overall model of the project and will result in a "lessons learned" monograph within the last year of the project. Like the Community Discovered Project itself, the evaluation of the project is building upon its earlier successes, upon a strong organizational foundation, and the full and aggressive commitment by its many partners.

Sample Instruments and Documents:

A variety of evaluation instruments and summary documents have been created within the evaluation process for the *Community Discovered* Project. The following are enclosed as a representative sample.

a) Evaluation Planning Sheet / Timeline
b) Professional Development Reflection and Evaluation Form
c) Continuous Growth Plan

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d) Teacher Participant Survey

e) Midpoint Survey

f) Electronic Partner Survey

g) Professional Development Reflection and Evaluation Form

h) Classroom Observation Prototype Instrument

i) Sample Site Visit Record

j) Unit Reflection and Feedback Form

k) Teacher Action Research Guidelines

l) Focus Group Example: Sustainability Meetings

Community Discovered: Goal 1

Goals and Objectives	Activities	Instrument	Lead	1996		1997			1998			1999			2000		
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
Goal 1: To enable students to achieve high academic standards in art and other core subject areas.																	
Objective 1.1 80% of students in classes using the modules will show evidence of improved academic achievement as indicated by:																	
a) decline in absenteeism	A longitudinal survey of student attendance records	School Records Inventory	Site Coord.			X			X			X			X		
b) increased student self-concept as indicated by student attitude surveys-open ended and Likert	Perform an annual student attitude survey on subject area/technology	Student Survey (Sample)	Eval Team		X	X		X	X		X	X		X	X		
c) students performing at higher levels as determined by each school's assessment of student progress, focus groups, electronic portfolios where used	Annual focus groups for students	Student Focus Groups	Eval Team			X			X			X			X		
	Standardized test information on student performance	School Records Inventory	Site Coord.				X			X			X			X	
	Student progress reports of students involved in integrated constructivist units.	Teacher Self Reports of Student Progress	Eval Team / Teachers				X			X			X			X	
	Case studies of students who have been taught over the course of the project (Kid watching . . .)	Study of 2 Students	Eval Team / Teachers		X	X		X	X		X	X		X	X		
	Students will create an electronic product such as amultimedia presentation (Student Product).	Student Product Collection, Teachers give 2 Case Studies and 2 others	Site Coord. Teachers Share			X			X			X			X		
	Collection of student work from integrated constructivist curriculum	Panel Report	Eval Team				X			X			X			X	
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall

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Community Discovered: Goal 2

Goals and Objectives	Activities	Instrument	Lead	1996		1997			1998			1999			2000		
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
Goal 2: To provide students and educators in rural and disadvantaged urban areas with equal access to the nation's information and art museum resources.																	
The Electronic Art Museum in the Classroom																	
Objective 2.1 A minimum of 750 art images (from the Smithsonian NMAA; the Getty Museum; the Joslyn, the Sheldon, and MONA) will be available through the Internet along with curriculum and contextual information for use by educators and students.	Museums will suggest appropriate images for which copyright issues have been resolved and teachers may select from that pool of images. Suggestions by teachers for specific themes, cultures, or time periods will be entertained by museum staff.																
	The five museums will digitize 750 art images from their collection (collectively each year).																
	Survey of museums about number of images selected	Museum Survey	Eval Team				X			X			X			X	
	Review of range and appropriateness ot images to the curriculum	Interview Museum Personnel	Eval Team				X			X			X			X	
	Electronic log of "hits" by teachers and by students on digitized images databases	Web Site Routine	Eval Team & Erik				X			X			X			X	
	Survey of teachers and students using digitized images resources	Teacher Survey	Eval Team				X			X			X			X	
	Survey of hardware and software availability for teachers and students	Teacher Survey	Eval Team				X			X			X			X	
	Site visit to workshop, presentation, etc.	Field Observation	Eval Team				X			X			X			X	
	Participating teachers will create a database of Images	Web Site Review	Eval Team & Erik				X			X			X			X	

Goals and Objectives	Activities	Instrument	Lead	1996		1997			1998			1999			2000		
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
Objective 2.2 Museum educators at the Joslyn Art Museum, the NMAA, Getty, Sheldon and MONA will each develop at least one educational outreach program using appropriate technologies such as the Internet, Kiosk, and interactive multi-media.	Museum will develop and document outreach programs using CD/ROM and/or Internet.	Museum Survey	Eval Team				X			X			X			X	
	Structured interviews will be conducted with the museum educators.	Interview Museum Personnel	Eval Team				X			X			X			X	
	Documentation related to outreach programs and plans will be summarized.	Outreach Examples Collected	Eval Team				X			X			X			X	

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Community Discovered: Goal 3

Goals and Objectives	Activities	Instrument	Lead	1996		1997			1998			1999			2000		
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
Goal 3: To enable educators to effectively use appropriate technologies for teaching and learning in art and other core subject areas.	Software and tool review by teachers	Teacher Survey	Eval Team			X			X			X			X		
Computer-Based Educational Strategies, Professional Development and Support for Educators																	
Objective 3.1 Through collaboration with private companies, project educators will test and evaluate five commercial technology tools (i.e. software packages) per year for applicability to classroom settings and instructional objectives.	Educators will test, evaluate, and adapt commercially produced technology tools in classroom settings.	Software Review Forms Collection	Eval Team				X			X			X			X	
	Observations will be conducted and summarized related to video conferencing activities.	Field Observation	Eval Team		X	X		X	X		X	X		X	X		X
Objective 3.2 By 1996, each school site in participating districts will have access to a technology resource person available to assist teachers in evaluating and selecting appropriate technologies.	Technology resource persons from participating districts, NDE, UNO, the ESU's, and from commercial companies will be identified.	List of ESU Resource Persons	Eval Team & Donalyn	X	X												
	Create log, workshops held, including date, topic and	Log of Workshops	Site Coord.				X			X			X			X	
	Survey of teachers about the use of technology resource persons	Teacher Survey	Eval Team			X			X			X			X		
Objective 3.3 By 2000, 300 Nebraska educators, including 60 educators of rural and urban disadvantaged students, will be trained on computer-based educational strategies and integrated constructivist curriculum to effectively integrate art and technology	Participating teachers will attend a two week Prairie Visions Institute...	Field Observation and PV Survey	Eval Team				X			X			X			X	
	During the first year, teachers will attend a one week workshop at the Smithsonian.	Teacher Survey on Training	Eval Team			X			X			X			X		
	Teachers will review, analyze, and integrate art resource.	Teacher Survey	Eval Team			X			X			X			X		
	Survey practice of teachers to examine use of new skills	Teacher Survey	Eval Team			X			X			X			X		
	Focus groups of educators will be conducted.	Focus Groups	Eval Team				X			X			X			X	
	Case studies of 5 teachers who have participated	Case Studies of 5 Teachers	Karli Thesis	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
	Site visits to a sample of workshops	Field Observation	Eval Team	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Objective 3.4 By 2000, 90% of participants will demonstrate an increase in skills and knowledge in: a)use of computer based educational strategies and resources, b)constructivism, c)curricula integrating art&other subjects, d)electronic portfolios.	Each participant will be assigned a technology mentor.	Teacher Survey Question	Eval Team & Site Coord.			X			X			X			X		
	Each participant will be assigned a curriculum integration mentor from the Prairie Vision faculty.	Teacher Survey Question	Eval Team & Donalyn			X			X			X			X		
	NDE curriculum directors and specialists will provide assistance in core subject areas.	Teacher Survey Question (Bubble Sheet, Etc.)	Eval Team			X			X			X			X		
	Each participant will use electronic portfolios to reflect on their progress.	Teacher Survey Question, Teacher Case Study	Eval Team			X			X			X			X		
	Survey of teacher in a, b, c, and d	Teacher Survey	Eval Team		X	X		X	X		X	X		X	X		
Objective 3.5 90% of project participants will successful complete a minimum of 80% of the professional development activities they choose in the Professional Growth Plans.	Each participant will create a Professional Growth Plan.	Copies of Growth Plan Form	Eval Team & Site Coord.				X			X			X			X	
	Survey of teachers related to Professional Growth Plans	Teacher Survey	Eval Team			X			X			X			X		
Objective 3.6 90% of project participants will report positive attitudes towards the use of technology as an educational tool.	A survey of technology attitudes will be completed each year.	Teacher Survey	Eval Team			X			X			X			X		
	Attitude survey of teachers about the use of technology as an educational tool	Teacher Survey	Eval Team			X			X			X			X		
Objective 3.7 An additional 200 Nebraska educators, alumni in the Prairie Vision Consortium, will participate in at least one project-sponsored workshop session per year.	Workshops on a variety of topics will be held each year in various locations.	Workshop List	Eval Team & Mica					X			X			X			X
	Lists of teacher participants related to professional development institutes and workshops	Workshop List	Eval Team & Mica					X			X			X			X

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Community Discovered: Goal 4

Goals and Objectives	Activities	Instrument	Lead	1996		1997		1998		1999		2000	
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
Goal 4. To enable educators to implement effective integrated curricula incorporating art and other core subjects.																	
Integrated Curriculum, Instruction, and Assessment Strategies																	
Objective 4.1 Minimum of 632 constructivist curriculum modules will be developed and implemented incorporating one or more of: a)digitized images, b) other Internet resources, c)multi-media projects, d)electronic portfolios, e)other computer applications																	
	The units will be indexed and placed on each district's world wide web server.	Web Review	Enik		X			X			X			X			X
	Survey of teachers about the number of constructivist curriculum modules developed and	Teacher Survey	Eval Team		X			X			X			X			X
	Review of Web sites relate to constructivist modules.	Panel Report	Eval Team		X			X			X			X			X
Objective 4.2 90% of participating teachers will effectively use one or more computer-based education stratifies in their classrooms. Strategies will include Internet resources, electronic portfolios, Hypertext, multimedia and others.	Site Coordinator will work with each participating teacher to develop strategies.	Teacher Survey	Eval Team			X			X			X			X		
	Attitude of survey of teachers about the use of constructivist curriculum modules	Teacher Survey	Eval Team			X			X			X			X		
	Videotapes filmed by partners of samples of lessons to observe teaching and student learning	Videotapes	Karli & West Ed.		X	X		X	X		X	X		X	X		
	Site visits/teacher interviews to observe implementation of sample integrated constructivist	Field Observation	Eval Team		X	X		X	X		X	X		X	X		
	Focus groups of students involved integrated constructivist curriculum	Focus Groups	Eval Team			X			X			x			X		
Objective 4.3 By 2000, the project will produce a comprehensive system of world wide web pages containing links to art resources and sample lessons developed by participating schools and available to Prairie Visions Consortium members through ARTnet.	The site coordinators will develop district world wide web pages containing links to art resources.	Web Site Review	Eval Team & Site Coord.	X		X			X			X			X		
	Review of sample world wide web sites for lesson quality and appropriateness	Web Site Review (Review Sheet)	Eval Team	X		X			X			X			X		

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Community Discovered: Goal 5

Goals and Objectives	Activities	Instrument	Lead	1996		1997			1998			1999			2000	
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
Goal 5: To create a national network of educators to support the development and implementation of appropriate learning strategies integrating art and technology with other core subject areas.																	
Nationwide Community for Art and Technology Integration																	
Objective 5.1 ARTnet will be in place to provide curriculum models, museum resources, and continuing opportunities for information sharing, collaboration and support among educators.	Log related to the use of NE ARTnet resources by educators	Summary from Enik	Eval Team & Enik	X			X			X			X			x	
Objective 5.2 Cross-state partnerships will be in place to support replication of project activities.	Interview cross-state partnerships about support and replication of project activities	Structured Interviews	Eval Team & Sheila		X			X			X			X			
Objective 5.3 As a pilot cross-state partnership the CD project and the Ohio Partnership for the Visual arts will collaborate to expand on an effective integrated project in which middle school students use computer networking and video technologies to	Students will share and discuss their work with peers using the Internet.	Review Published student work on Internet	Eval Team & Sheila				X			X			x				
				Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall

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Professional Development Reflection/Evaluation Form

Email: _____ (for validation purposes only)

Date: November 10, 1997

Topic/Presenter: Art & Technology Integration for the Elementary Specialist

Please rate the following aspects of the inservice/training: (lowest value) (highest value)

The general value of this session:	○ 1	○ 2	○ 3	○ 4	○ 5
The usefulness of the content:	○ 1	○ 2	○ 3	○ 4	○ 5
The effectiveness of presentations:	○ 1	○ 2	○ 3	○ 4	○ 5
The opportunity for review or practice:	○ 1	○ 2	○ 3	○ 4	○ 5
The appropriateness of the facility:	○ 1	○ 2	○ 3	○ 4	○ 5

What was most valuable to you in this session?

What was least valuable to you in this session? Why?

What additional information would be of value related to this session?

Any other thoughts or comments you would like to share:

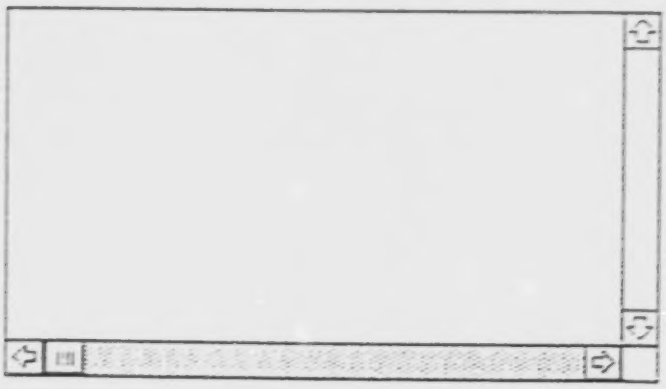
CONTINUOUS GROWTH PLAN

Name

Please Select Your Name

Personal Goal Statement(s)

What do **you** want to know or be capable of as a result of your participation in The Community Discovered Grant?

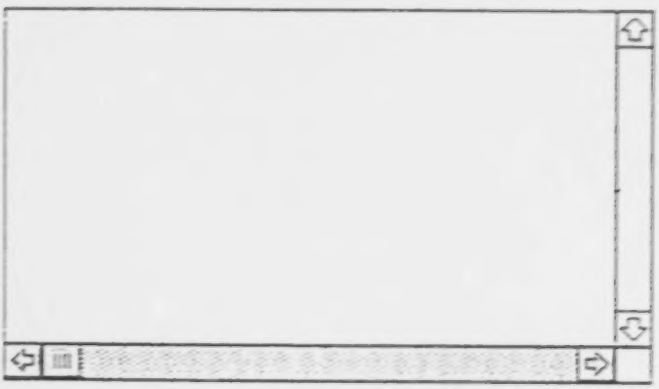


- ○ To enable students to achieve high academic standards in core subject areas.
- ○ To provide students and educators equity in access to information and museum resources at the State and National levels.
- ○ To enable educators to effectively use appropriate technologies for constructivist teaching and learning.

- ○ To enable educators to implement effective curricula incorporating the arts and technology in core subject areas.
- ○ To create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other core subject areas.

Student Goal Statement(s)

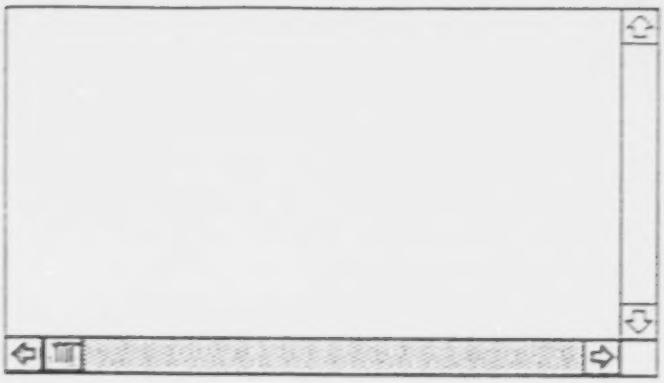
What do you want your **students** to know or be capable of as a result of their participation in your class this year?



- ○ To enable students to achieve high academic standards in core subject areas.
- ○ To provide students and educators equity in access to information and museum resources at the State and National levels.
- ○ To enable educators to effectively use appropriate technologies for constructivist teaching and learning.
- ○ To enable educators to implement effective curricula incorporating the arts and technology in core subject areas.
- ○ To create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other core subject areas.

Partner Goal Statement(s)

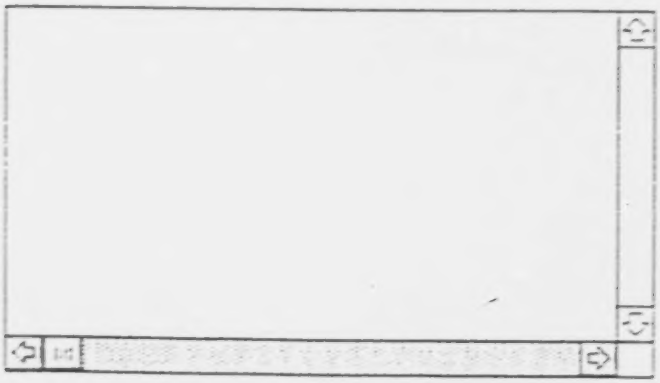
What do you want your **partner** to know or be capable of as a result of his/her participation in The Community Discovered Grant?



- ○ To enable students to achieve high academic standards in core subject areas.
- ○ To provide students and educators equity in access to information and museum resources at the State and National levels.
- ○ To enable educators to effectively use appropriate technologies for constructivist teaching and learning.
- ○ To enable educators to implement effective curricula incorporating the arts and technology in core subject areas.
- ○ To create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other core subject areas.

Community Goal Statement(s)

How do you plan to inform/involve the **community** in the goals of The Community Discovered Grant?



- To enable students to achieve high academic standards in core subject areas.

- ○ To provide students and educators equity in access to information and museum resources at the State and National levels.
- ○ To enable educators to effectively use appropriate technologies for constructivist teaching and learning.
- ○ To enable educators to implement effective curricula incorporating the arts and technology in core subject areas.
- ○ To create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other core subject areas.

Plan of Action	Support	Data Collection	Artifacts	Timeline
What actions will be used to attain the goal? How will this be demonstrated?	What resources/assistance will you need to attain this goal?	What data will be collected to indicate that the goal will be accomplished?	What artifacts will be used to measure attainment of the goal?	What is you projected start/endin date?

Reset Values | Save

The Community Discovered
Teacher Participant Survey

Purpose: The purpose of this survey is to gather initial demographics, technology usage, and teaching philosophy information from teacher participants beginning activities in the Community Discovered Project. This information will help us to better assist the Community Discovered Project in moving forward in its project activities, and will help us better understand the training needs of participating teachers. Thank-you for your very important assistance and input into the project!

Private and Voluntary Participation: All data collected in this survey will be kept in the strictest confidence. No individual names will be reported in any report, and only group information will be analyzed and described. Individuals have the full right to participate or not participate in the survey as desired, without any repercussions of any kind for this decision.

Survey Coordinated by: This survey is being coordinated by the Office of Internet Studies, at the University of Nebraska at Omaha. For information related to this survey, or to receive or provide other information related to the evaluation process of the Community Discovered Project, please contact any of the following individuals: Dr. Neal Grandgenett, Dr. Neal Topp, or Dr. Elliott Ostler.

Office of Internet Studies
Department of Teacher Education
University of Nebraska at Omaha
Omaha, Nebraska 68182-0163.

Phone: (402) 554 - 2210
Fax: (402) 554-3491
E-Mail: k12eval@unomaha.edu

Follow-up Information: (optional) Since the data collection process in the Community Discovered Project is ongoing and formative in nature, we would greatly appreciate the opportunity to establish an ongoing dialogue with you related to your instructional ideas and efforts in the project. To receive your permission for this continued contact, we request that you provide the following information:

Name: _____ E-mail Address: _____
School: _____ School Phone: _____
Discipline Area:_____
(math, science, elementary, etc.)

Background and Demographics Information

Please answer the following questions to help us summarize the general background and demographics information for all the teacher participants in the project. Please circle the most appropriate response. Thank-you!

1. What is your age?
a. under 30 yrs b. 30-39 yrs c. 40-49 yrs d. 50-59 yrs e. > 20 yrs

2. How many years have you taught school?
a. 1-5 yrs b. 6-10 yrs c. 11-15 yrs d. 16-20 yrs e. >20 yrs

3. What is your degree status at this time?
a. BA/BS b. BA/BS+15 c. Masters d. Masters +15 e. Doctorate

4. What grade level are you presently teaching?
a. preK-3 b. 4-6 c. 7-8 d. 9-12 e. K-12

5. What is your gender?
a. female b. male

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Technology Environment Related Information

Please answer the following questions to help us better understand the general technology environment that each teacher participant deals with in the project. Please circle the most appropriate response, and also please do not hesitate to add written comments to help clarify your response. Thank-you!

6. Do you have access to the Internet within your classroom? Comments Area:
   a. yes b. no

   If yes, is this access by modem or direct connection?
   a. modem b. direct connection

7. Do you have access to the Internet within your school?
   a. yes b. no

   If yes, is this access by modem or direct connection?
   a. modem b. direct connection

8. Do you have a technology coordinator in your school?
   a. yes b. no

9. What type of computer do you have access to for instruction?
   a. Macintosh b. IBM/Compatible c. Other

Personal Technology Experience Information

Please answer the following questions to help us better understand the general technology experience that each teacher brings to the project. Please circle the most appropriate response, and also please do not hesitate to add written comments to help clarify your response. Thank-you!

10. Identify the most accurate statement (computer experience): Comments Area:
    a. I never use computer technology.
    b. I rarely use computer technology.
    c. I sometimes use computer technology.
    d. I often use computer technology.
    e. I frequently use computer technology.

11. Identify the most accurate statement (Internet experience):
    a. I never use the Internet.
    b. I rarely use the Internet.
    c. I sometimes the Internet.
    d. I often use the Internet.
    e. I frequently use the Internet.

12. Please identify your Internet training:
    a. No training b. Basic ESU training c. Other

13-18. Please circle your experience with each Internet tool: Comments Area:

		Lots	Some	None
13.	Electronic mail	Lots	Some	None
14.	List-serves	Lots	Some	None
15.	Ftp (File transfer via Internet)	Lots	Some	None
16.	Gopher	Lots	Some	None
17.	Telnet	Lots	Some	None
18.	World Wide Web	Lots	Some	None

Technology Related Opinions

Please answer the following questions to help us better understand your general opinions associated with project related technologies. Please circle the most appropriate response. Thank-you!

SD	D	U	A	SA
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

19-24. Perceptions of Computers and the Internet

19.	Computers can play an important role in the instruction of my discipline.	SD	D	U	A	SA
20.	Having a computer available to me helps me to improve my professional productivity.	SD	D	U	A	SA
21.	I feel that it is critical to have students use computer technology whenever possible.	SD	D	U	A	SA
22.	The Internet can play an important role in the instruction of my discipline.	SD	D	U	A	SA
23.	Having access to the Internet helps me to improve my professional productivity.	SD	D	U	A	SA
24.	I feel that it is critical to have students use the Internet whenever possible.	SD	D	U	A	SA

Teaching Strategies

Please answer the following questions to help us better understand your general teaching strategies. Please circle the most appropriate response. Thank-you!

25-33. General Teaching Strategies

25.	How often per month do you use cooperative learning groups within your classroom?	0 times	1-2 times	3-5 times	6-8 times	>8 times

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26.	How often per month do you have students develop projects?	0 times	1-2 times	3-5 times	6-8 times	>8 times
27.	How often per month do you lecture or demonstrate to your students?	0 times	1-2 times	3-5 times	6-8 times	>8 times
28.	How often per month do you lecture or demonstrate to your students?	0 times	1-2 times	3-5 times	6-8 times	>8 times
29.	How often per month do your students use the computer?	0 times	1-2 times	3-5 times	6-8 times	>8 times
30.	How often per month do you have students do research on a topic?	0 times	1-2 times	3-5 times	6-8 times	>8 times
31.	How often per month do you give students assignments that involve writing?	0 times	1-2 times	3-5 times	6-8 times	>8 times
32.	How often per month do you have students use the library resources at your school?	0 times	1-2 times	3-5 times	6-8 times	>8 times
33.	How often per month do you incorporate the discipline of Art into your instruction?	0 times	1-2 times	3-5 times	6-8 times	>8 times

Open Response and Suggestions

In attempting to examine how and what students are learning in the Community Discovered Project, we would greatly appreciate your input and suggestions related to documenting student learning and achievement. Please answer the following questions to help us identify additional areas of interest in our data collection process. Thank-you!

34. Within the evaluation process we are including different ways of demonstrating student learning and achievement within the context of individual classrooms. Are there any particular classroom assessment strategies that you use within your own class that might be of interest to us in documenting student learning? (such as student portfolios, student projects, role playing, etc.).

35. Within the evaluation process we are wishing to keep a "collection" of student products. Are there any particular student created products that currently you use within your own class that might be of interest to us in documenting student learning? (such as student portfolios, student projects, role playing, etc.).

Thank-You!

We wish to thank-you for your time in completing this survey, and we look forward to working with you in the project. Please keep us in mind as you try exciting new classroom activities and approaches, and let us know if you have something that you think will add to the evaluation process. Thanks again for your professionalism!

The Community Discovered Project
Midpoint Survey

As the Community Discovered Project reaches the midpoint in its operational timeline, it is important to reflect back on the overall structure of the project. Please take a few moments to record your thoughts and opinions related to each of the following questions. Your responses will be summarized, and used within the planning process of the Community Discovered Project. Thank-you for taking the time to provide this very valuable input!

The Goals of the Community Discovered Project:

1) To enable students to achieve high academic standards by integration of the arts and technology in all core subject areas.
2) To provide students and educators in rural and disadvantaged urban areas with equal access to the information and resources available from state and national institutions associated with the arts.
3) To enable educators to effectively use appropriate technologies for constructivist teaching and learning across the curriculum.
4) To enable educators to implement effective integrated curricula incorporating art and other core subjects.
5) To create a national network of educators to support the development and implementation of appropriate learning strategies integrating art and technology with other core subject areas.

Questions:

1) **In general, how would you rate the progress that has been made toward meeting the five goals of the Community Discovered Project?**

(Low) 1 2 3 4 5 (High)

Comments:

2) **In general, how would you rate your satisfaction with the overall project administration of the Community Discovered Project, as it is facilitated by the project leadership?**

(Low) 1 2 3 4 5 (High)

Comments:

3) **In general, how would you rate your satisfaction with the site based administration of the Community Discovered Project, as it is facilitated by the site coordinator at your location?**

(Low) 1 2 3 4 5 (High)

Comments:

4) **In general, how would you rate your satisfaction with the art resources available within Community Discovered Project, as facilitated by the museum partners in the project?**

(Low) 1 2 3 4 5 (High)

Comments:

5) **In general, how would you rate your satisfaction with the evaluation process of the Community Discovered Project, as it is facilitated by the project evaluation team?**

(Low) 1 2 3 4 5 (High)

Comments:

6) **In general, how would you rate your satisfaction with the training activities conducted during the Summer 1998 inservice process?**

(Low) 1 2 3 4 5 (High)

Comments:

7) **In general, how would you rate your satisfaction with the overall inservice and professional development process in the project?**

(Low) 1 2 3 4 5 (High)

Comments:

8) **In general, how would you rate your satisfaction with the technical support activities associated with the project?**

(Low) 1 2 3 4 5 (High)

Comments:

9) **In general, do you have any other comments or suggestions that might be considered when planning for continued operation and growth of the project?**

Optional Information: If you feel that the following information may be valuable for placing your comments on this survey in context, or if you would like to have a follow-up conversation, please provide any of the following information that you feel may be helpful.

Name: (optional) _____
Position: (optional) _____
Site: (optional) _____

Follow-up conversation desired? (yes or no)

Thank You!

Thank-you again for taking the time to complete this survey. The information that you have provided will be used in the planning process as the Community Discovered Project continues to strive to meet its goals, and move forward into its second half of operation.

Please return the survey in the pre-addressed envelope. Thanks!

Return Address: Office of Internet Studies, KH 110
Teacher Education Department
University of Nebraska at Omaha
Omaha, Nebraska 68182-0163

The Community Discovered
Partner Survey - September 1997

Purpose: The purpose of this survey is to gather some overall suggestions and recommendations from project partners related to the eventual sustainability and scaleability of the *The Community Discovered Project*. This information will help us to further assist the Project in moving forward in its activities, and will help us better draw upon the expertise of our various community partners. Thank-you for your very important assistance and input into the project!

Survey Coordination by: This survey is being coordinated by the Office of Internet Studies at the University of Nebraska at Omaha, Far West Laboratory, and *The Community Discovered Project*. For information related to this survey, or to receive or provide other information related to the evaluation process of *The Community Discovered Project*, please contact any of the following individuals: Dr. Neal Grandgenett, Dr. Neal Topp, or Dr. Elliott Ostler.

Office of Internet Studies
Teacher Education Department
University of Nebraska at Omaha
Omaha, Nebraska 68182-0163

Phone: (402) 554-2210
Fax: (402) 554-3491
E-Mail: k12eval@unomaha.edu

For additional information related to *The Community Discovered Project* itself, or to discuss the project in more detail, please contact the project director:

Kathy Coufal, Ph.D.
Project Director
The Community Discovered
3534 South 108th Street
Omaha, NE 68144-4999

Phone: (402) 390-8323
Fax: (402) 390-8325
E-Mail: coufal@unomaha.edu

Optional Follow-up Information: Since the data collection process in *The Community Discovered Project* is continuous and formative in nature, we would appreciate the opportunity to follow-up on your suggestions and comments. To receive your permission for this further contact, we request that you provide the following information:

Name: _____ Organization: _____

Web Survey Format Available: For respondent convenience, the survey can also be answered directly on the World Wide Web, by following the directions below:

- go to the Community Discovered Home page at http://communitydisc.wst.esu3.k12.ne.us
- click the "red eye" for Community Discovered Evaluation Subsection
- click on the "New Featuring: Partner Survey 1997" link (to the right)
- login and passwords are cd and cd
- read the cover page of the survey
- follow the link at bottom of the cover page to the actual survey "form"
- complete the survey and submit to the Evaluation Team by clicking button at the bottom
- wait for a Thank You message confirming that your responses have been received.

WHAT We Will Continue to Accomplish with this Project

Now that you have had a chance to reflect further on the project, we would like you to briefly consider what accomplishments that we might continue to expect or consider for the project.

1. Looking back over your involvement in the project, what outcomes are in evidence from your perspective in the project (for example additional grants, new participation, etc.)?

   A. Among Teachers?

   B. Among School Administrators?

   C. Among Partners from Cultural Institutions?

   D. Among Parents?

   E. Among Other Members of the Community?

2. What do you believe should be the primary outcome(s) of the project?

   A. Among Teachers?

   B. Among School Administrators?

   C. Among Partners from Cultural Institutions?

   D. Among Parents?

   E. Among Other Members of the Community?

3. What has your agency done to help provide resources to the disadvantaged and culturally diverse populations within the Project?

4. What is your agency doing, or what can they do, to further help provide resources to the disadvantaged and culturally diverse populations within the Project?

5. What strategic plans, policies, or practices, does your agency have to help ensure the involvement of disadvantaged and culturally diverse populations?

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HOW We Will Continue to Progress Toward Accomplishments

Now that you have had a chance to reflect further on the project, we would like you to briefly consider how we might best move forward with the goals for the Project.

6. Specifically, what has your organization contributed to the advancement of the Project goals?

7. How do you believe your institution or organization can best assist the Project in the future?

8. Specifically, how has your organization and *The Community Discovered Project* pooled resources and expertise within the Project activities?

9. How can *The Community Discovered Project* best work with your organization to pool resources and expertise in the future?

How We Will SHARE the Accomplishments and Lessons Learned

Now that you have had a chance to reflect further on the project, we would like you to briefly consider how we might best share the accomplishments and lessons learned of the project both locally and nationally.

10. What have the participants in your organization accomplished or learned through their involvement in *The Community Discovered Project*?

11. How will your organization continue to make participants, stakeholders, and community members aware of your involvement and accomplishments within the Project?

12. How might your organization assist in the dissemination of information about the Project?

How We Will SUSTAIN and SCALE the Project for Long Term Impact

Now that you have had a chance to reflect further on the project, we would like you to briefly consider how we might best sustain and scale-up the Project for long term impact.

13. **What has your organization done to confront challenges, and eliminate barriers, in order to institutionalize the goals of *The Community Discovered Project*?**

14. **How do you perceive that your organization will work with the Project beyond current funding?**

15. **How can *The Community Discovered Project* and your organization best work together to advance mutual goals within the project on a long term basis?**

16. **What other suggestions or recommendations do you have for *The Community Discovered Project* related to long term sustainability and scaleability?**

Thank You!

We wish to thank you for your time in completing this survey, and we look forward to keeping you informed of our progress in the project. Please keep us in mind as you come across additional ideas, information, or resources that may be of benefit to the project. Thanks again for your continued assistance!

Please return the survey in the pre-addressed envelope or use the web response option identified on the cover page. Thanks!

Return Address: Office of Internet Studies, KH 110
Teacher Education Department
University of Nebraska at Omaha
Omaha, Nebraska 68182-0163

Professional Development Reflection/Evaluation Form

Email: _____ (for validation purposes only)

Date: 12/22/97

Topic/ Presenter: Technology Break out Session: _____

Please rate the following aspects of the inservice/training: (lowest value) (highest value)

The general value of this session:	○ 1	○ 2	○ 3	○ 4	○ 5
The usefulness of the content:	○ 1	○ 2	○ 3	○ 4	○ 5
The effectiveness of presentations:	○ 1	○ 2	○ 3	○ 4	○ 5
The opportunity for review or practice:	○ 1	○ 2	○ 3	○ 4	○ 5
The appropriateness of the facility:	○ 1	○ 2	○ 3	○ 4	○ 5

What was most valuable to you in this session?

What was least valuable to you in this session? Why?

What additional information would be of value related to this session?

Any other thoughts or comments you would like to share:

Classroom Observation Instrument for The Community Discovered Project

School

Grade

Class size

Brief Description of Lesson

Goals for instruction

Other information

Observer

Date

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05-21-98 04:22PM FROM-WESTED 16154526916 TO 916025531016 P.002/007

Activity __	Start time	End time	Total time	
A. Brief description of activity				
B. Class organization	① Individual students working alone	② Pairs of students	③ Small groups (3 or more students)	④ whole class
C. Cognitive activity	① Receipt of knowledge ⑤ Other (specify)	② Application of procedural knowledge	③ Knowledge representation	④ Knowledge construction
D. Teacher role	① Teacher not involved ② Director ③ Manager ④ Facilitator/Coach			Notes
E. Student role	① Passive/ little response ② Active response ③ Co-construct meaning (with teacher) ④ Co-construct meaning (with peers)			
F. Classroom interaction	① Teacher-led	② Teacher and student-led	③ Student-led	
G. Use of the arts	0 Not used ① Add-on ② One-dimension infusion ③ Multi-dimension infusion			
H. Type of art	① Visual ② Drama ③ Music ④ Dance ⑤ Storytelling ⑥ Other (specify)			
I. Use of Computer Technology	0 Not used ① Add-on ② One-dimension infusion ③ Multi-dimension infusion			
J. Technology used	Describe hardware and software used			

05-21-99 04:29PM FROM WESTED TO 914025543901 P003/007

Protocol for using the observation instrument

Purpose

The purpose of the instrument is to document classroom teaching related to the goals of the Community Discovered project. The project is working to transform education by promoting constructivist curricula through integration of the arts and technology in core subject areas. The project goals are

Goal 1	To enable students to achieve high academic standards by integration of the arts and technology in all core subject areas.
Goal 2	To provide students and educators in rural and disadvantaged urban areas with equal access to the information and resources available from state and national institutions associated with the arts.
Goal 3	To enable educators to effectively use appropriate technologies for constructivist teaching and learning across the curriculum.
Goal 4	To enable educators to implement effective integrated curricula incorporating art and other core subjects.
Goal 5	To create a national network of educators to support the development and implementation of appropriate learning strategies integrating art and technology with other core subject areas.

This instrument focuses on goals 1 through 4, as activities related to goal 5 are unlikely to be observed in individual classrooms. Data gathered using the instrument will form part of a series of case studies of teachers involved in the Community Discovered project.

Overview of the instrument

The instrument has two parts; a front sheet that records information about the class and lesson observed, and an activity record sheet that is used to capture observations on the different activities in the classroom as the lesson is being taught. A new activity record sheet is completed for each separate activity throughout the class. For instance, the teacher might start by addressing the whole class and recapping what was learned in a previous lesson. Next, she might break the students into collaborative work groups to continue work on their projects. At some point, she might call for the attention of the whole class to demonstrate a helpful research resource. Each of these three activities would be recorded on separate activity records.

Completing the cover sheet

School Enter the name of the school

Grade Enter the grade(s) of students to be taught

Class size Enter the number of students in the class

Brief description of Lesson

Briefly describe the topic or theme of the lesson. Note if it is part of a longer unit.

Goals for Instruction

Describe what the purpose(s) of the lesson is.

Other information

Record anything else you consider relevant to understanding the observations that will follow. (e.g., the students are all special ed students)

Observer Record your name

Date Record the date of the observation

Recording Observations

Use a new activity record sheet for each activity segment of the lesson. Segments are usually marked by a change in the role of the teacher, the activity of the students, or the organization of the classroom.

Start/End/Total time

Record the time at the beginning and the end of each activity. You can calculate the total time at the end of the observation when reviewing your notes.

Brief description of activity

Briefly describe what is happening in this activity. (e.g., "Teacher introduces the lesson")

Class organization

Record by checking any of the appropriate descriptors that apply for that activity period. You may check more than one. The choices are:

① Individual students working alone
② Pairs of students
③ Small groups (3 or more students)
④ Whole class

Cognitive activity

Record by checking the appropriate descriptor. The choices are:

① Receipt of knowledge
Includes unassisted work, lectures, worksheets, questions, boardwork

② Application of procedural knowledge
Includes such things as skill-building and performance. It may be interactive or done in front of a group.

③ Knowledge representation
Includes such things as organizing, revising, elaborating, constructing conceptual maps, observing, and describing.

④ Knowledge construction
Includes such things as comprehension-building, knowledge generation, inventing, pre-writing activities, clarifying questions, collaborative activities, problem solving, co-construction of meaning.

⑤ Other (specify)
Record other cognitive activities. E.g. Classroom organizational activities such as preparing a work space

Teacher role

Record by checking the appropriate descriptor and making notes. You may check more than one. The choices are:

① Teacher not involved
Teacher not involved in the activity.

② Director
Teacher provides information, models a skill, lectures, provides explanations, gives directions, directs activity. Interactions are initiated by the teacher. Teacher does the majority of the talking. Follows the IRE format (teacher Initiates, students Respond, teacher Evaluates).

③ Manager
Teacher leads discussions and controls topic and pace. Teacher allows or invites student input and elaboration. Teacher allows limited student decision-making.

④ Facilitator/Coach
Teacher sets up structure in which students interact with one another, with materials and with learning 'problems.'

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Student role

Record by checking the appropriate descriptor and making notes. The choices are:

① Passive/ little response

Students mainly receive knowledge through activities such as lectures, directions, viewing video. Students may answer some questions at prompting of teacher.

② Active response

In teacher-led discussions students provide input to open-ended questions and elaborated talk occurs. Can include student presentations and active engagement in solitary activity.

③ Co-construct meaning (with teacher)

Students initiate dialogue with teacher who allows students to construct their own meaning from the lesson activity.

④ Co-construct meaning (with peers)

Students initiate dialogue with fellow students and construct their own meaning from the lesson activity.

Classroom interaction

Record by checking the appropriate descriptor and making notes. The choices are:

① Teacher-led

Interactions are dominated by the teacher. Little interaction by students with the teacher or by students with other students.

② Teacher and student-led

Interactions are balanced between the teacher and the students. Some interaction by students with the teacher or between students about the lesson activities.

③ Student-led

Interactions are dominated by the students. Students interact with students about the lesson activities. Discussions may be wide ranging but on topic.

Use of the arts

Record by checking the appropriate descriptor and making notes. The choices are:

0 Not used

No use of art resources (images, music, dance videos etc.) is observed.

① Add-on

Limited use of art resources and activities in the core subject. Few meaningful connections are made between art and the core subject.

② One-dimension infusion

Moderate use of art resources and activities in the core subject. Some meaningful connections are made between art and the core subject.

③ Multi-dimension infusion

Art resources and activities are infused with the core subject extensively. Multiple meaningful connections are made between art and the core subject. Students are able to use the arts to express complex ideas or to demonstrate competence in the material being studied.

Type of art

Check any of the arts tat are used in this activity (you may check more than one) The types of art listed are:

① Visual ② Drama ③ Music ④ Dance ⑤ Storytelling

⑥ Other (specify)

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Use of Computer Technology

Record by checking the appropriate descriptor and making notes. The choices are:

0 Not used

No use of computer technology (word-processing, electronic portfolios, e-mail, web-browsing, videoconferencing, etc.) is observed.

① Add-on

Limited use of computer technology by students and teacher. The use of the technology is simplistic, not well integrated into the lesson, and does not support learning in a meaningful way.

② One-dimension infusion

Moderate use of computer technology by students and teacher. Technology is used in a single, but meaningful, way to support learning.

③ Multi-dimension infusion

Extensive use of computer technology by students and teacher. Technology is used in multiple, complex ways that promote learning.

Technology used

Give a brief description of the hardware and software used by the teacher and by the students. List software titles (if known) or describe the type of software. Describe use of the software by students or the teacher (e.g., " Students searched the NMAA web site and downloaded images of poster art.")

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School Visits to Lexington, Nebraska Schools' Classrooms of Participants in the Community Discovered US DOE Technology Innovation Grant

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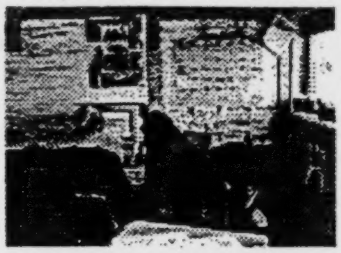
http://www.esu10.k12.ne.us/~lexingto/LexSchools/buildings/Bryan/Bryan.html



At Bryan Elementary we visited Diana Underwoood's 6th grade class. Students were continuing to work on their English/spelling/reading project entitled "Heroes: Past Present and Future". Past heroes included WJ Bryan, Davy Crockett, and Brook Berninger. Present heroes were figures like Neil Armstrong and Mary Tyler Moore. Future heroes were mothers and teachers.

This classroom contained one computer from Community Discovered (CD), one which every teacher has on their desk, and two that are checked out from the media center (one which was out of commission). Ms. Underwood utilized a UNK undergrad education major completing her field experience and hoped to check out a number of E-mates in the future in order to free up the connected computers for Internet research.

At Bryan we also visited Deb Harkless' 6th grade class, whose students were quite familiar with the National Museum of American Art, much to the delight of Woody Dowling, one of the visitors evaluating the Lexington Schools' involvement in CD. The students had found out there about Andy Warhol's style, and had followed "Georgeo's Artquest" in their Weekly Reader (http://www.weeklyreader.com).

Lexington Schools are an Apple Partner School District and has at least three or four Macs in every classroom.

http://www.esu10.k12.ne.us/~lexingto/LexSchools/buildings/Middle/LexingtonMiddle.html

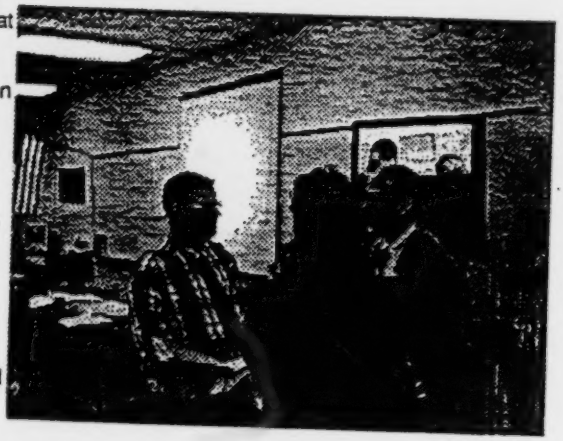
Next we hopped in the car and drove to the Lexington Middle School. This building h just been newly renovated, and is a wonderful example of how to preserve a beautifu old brick three-story school, and still modernize it with handicap-access and cutting edge wiring for today's Internet technology.

Bob Senkey is an eighth grade social studies teacher who has leveraged many resources by being involved with several grants.

Bob Senkey has received funding from the National Geographic Society for multimedia computers and scanners. His students have used Av Cinema to produce movies about their local surroundings. We were shown a student produced Avid movie about their trips to Scotts Bluff National Monument Visitors Center and an overnight trip to Chadron State.

The student pictured above, Josh, answered our queries about how he felt after such hands-on types of experiences. He replied that he now sees the reasons for studying the "basics" in his social studies class, as well as other classes.

Bob has also done consulting work for the University of Nebraska at Lincoln's' Center for Advanced Land Management Information Technology (CALMIT), which is the home of CASDE, a major new partner of the Office of Internet Studies, that studies digital images of Nebraska from satellite and aerial photography.



Furthermore, these students have utilized E-Mates with probes and have worked on US Geological Survey Projects.

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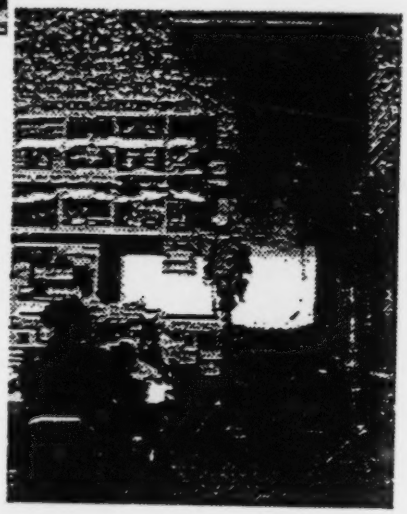
Kathy Woods' fourth grade class at Sandoz Elementary was next on our tour. These students and their teacher have surrounded themselves with many reminders of their theme topic this semester of the rain forests. They use this topic as a springboard for all curricular areas.



Students in Fritz Weinholdt's class were completing rain forest packets which included fractions. I was marveled by one student who was able to understand (without quite realizing what she was doing) the concept of multiplication of fractions. These students were very excited about watching Scholastic's Magic Schoolbus program about rain forests, and looking forward to next weeks field trip to Omaha's Lied Jungle at henry Doorly Zoo. School looks like much more fun than it used to be.

http://www.esu10.k12.ne.us/~sandoz

In the picture on the left, Erik Clark of the Community Discovered office, and Joanna Mintle consultant for Apple Computer, listen to two students explain about their writing folders (utilizing word processing), their bird reports (of course researched on the Internet), and cornhusk dolls - Native American crafts - not miniature football players.

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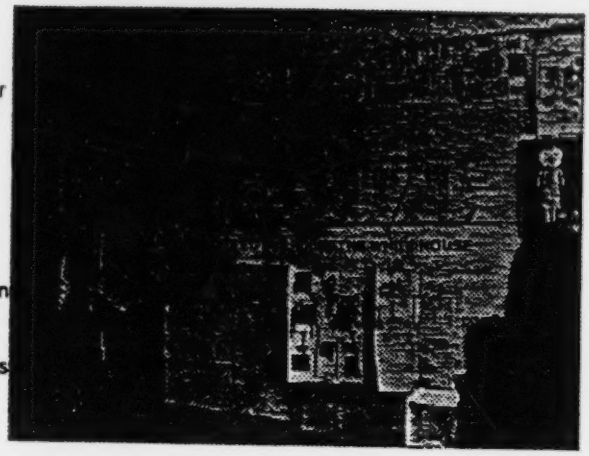
Back at Bryan again, we stopped to see Sue Kuhlhanek's second grade class. One of the more excited students we interviewed was Frederick.

He had to repeat second grade because he went back to his original home in Mexico City for a time last year. But he was more than enthusiastic about his activities here in Lexington. He told us about Matisse and William H. Johnson who both liked to paint with bright colors, as does Frederick. He saw some of their paintings on the World Wide Web at the NMAA site.

Ms. Sykes' fifth grade class had visited the White House web site in order to create their paper mural presentation in the hallway outside their room. Bryan Elementary's halls were literally papered with artwork (we even found a CASDE poster of Lexington). There is a sign near some of the artwork which has displays the pun: "There is still life at Bryan."



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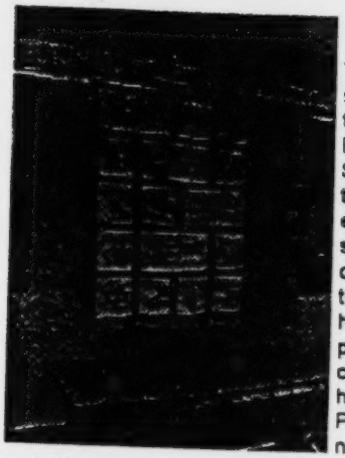
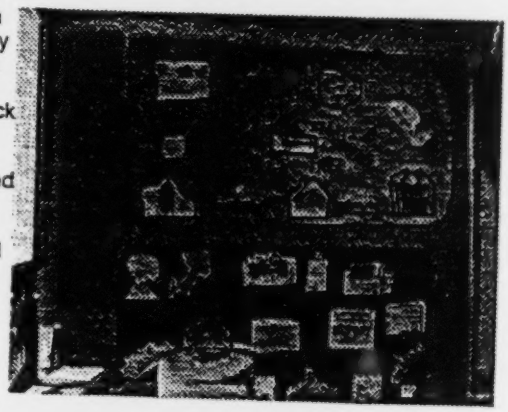


The quilt in the library was yet another piece of student created artwork, inspired by and facilitated by technology, which adorns the walls of Bryan Elementary. The quilt is a celebration about Dr. Seuss. Much of this work was done by Kay Garrelts' third grade class where I had one of the most engaging interviews with a group of students. These students were quietly working at their desks, while a couple of students were called upon to present about their projects, such as the one below which depicts how a "guitar starts as a tree". After these presentations we were encouraged to observe the children's work at their seats. One student asked me how I pronounced my last name. I told him that it was Polish and noted that his foreign-sounding name was not that easy to pronounce as well.

I then told a little about my visit back to Warsaw two years ago to the land of my ancestors. He went on to tell me about his ancestry. One by one the students started leaving their seats and came to join our evolving discussion. Suddenly we had at least half of the room around me, anxious enough to almost burst with enthusiasm in telling me about their projects.

It was now almost a free-for-all, with students obviously relieved that they could tell about their projects which they were most proud. On another wall we found the Swedish good luck wheels which were an exercise in geometry. Another section of one wall showed a comparison of old and modern culture contrasted in four communities: Plymouth MA, Shungopovi, AZ, Santa Fe NM, and St. Augustine FL. It was apparent they had virtually traveled much of the US via the Internet.



There were also Quick Time Virtual Reality Object Movies to show on the computer, and poems on the last remaining space on the wall where students showed me their "Many Colored Days". Each color (or mood) was enhanced by the use of colored fonts on the computer - an interesting way to learn word processing features.

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File

Unit Reflection and Feedback Sheet

Unit Title:_____ Unit Concept:_____

Author:_____ Peer Reflection by:_____

Unit Topic:_____

Directions: The following feedback sheet is for use in a formative review process related to a colleague's unit plan, and for your own self review process. It should help in producing better units. All feedback comments will be submitted to each author after the review process is completed. The process timeline is as follows, with the feedback questions completed during the review process. **Be sure to be positive and tactful!**

Process:

I. Overview of the unit by author	5 minutes
II. Peer Reflection of what is liked about the unit	5 minutes
III. Peer Reflection of what could improve	5 minutes

Peer Reflection Questions:

1) Name at least one thing that you liked about the unit. Why?

2) Name at least one thing that you would like to see improved. Why?

3) Suggestions for content:

Based on your review, how would you rate the use of each concept?

	Might Improve		Just Right	
Art Concepts	1	2	3	*NA*
Interdisciplinary Teaching	1	2	3	*NA*
Technology Use	1	2	3	*NA*
Constructivism	1	2	3	*NA*

Based on your review above, is there anything that you would recommend related to the four content focus areas?

Self Reflection Question:

What plans or ideas come to mind after this process for strengthening your unit?

UNIVERSITY OF NEBRASKA AT OMAHA
Department of Teacher Education

Request for Special Project and/or Research Project Credit

Name_____ Student ID#_____

Address (incl. zip code)_____ Home Phone_____

Semester_____ Call#_____ Course#_____ Hrs. Credit_____

Project Outline:

The following is an independent study course related to the classroom researach activity associated with the Nebraska Challenge Grants. The requirements consist of these nine criteria, and are to be conducted during the Fall and Spring semesters, in order to involve K-12 students within the research activity.

Requirement 1: Conference with Evaluation Team Representative

Teachers are required to discuss their idea, and receive approval with at least one member of the evaluation team associated with the project.

Requirement 2: Research Question

Teachers are required to develop a research question related to the goals of the project, and that targets student achievment within the context of a Challenge Grant related activity.

Requirement 3: Study Design

Teachers are required to develop a design for the classroom based study, using a comparison process (such as a pretest - posttest, or experimental vs. control group, etc.).

Requirement 4: Sample

Teachers are required to identify and describe their student sample, and obtain formal premission (as required by the district) related to involving students in a classroom based research project.

Requirement 5: Instrument

Teachers are required to identify and defend at least two instruments (e.g. grades, attendance, journal writings, etc.), to be used in examining student achievement within the study.

Requirement 6: Data Collection and Analysis

Teachers are required to describe how they will systematically collect and analyze data within the study as it relates to student achievement.

Requirement 7: Pre-Study Proposal

Teachers are required to describe how they will meet requirements 2-6, within a written proposal sent to the evaluation team. Before beginning the study, the teacher is required to receive formal approval from the evaluation team.

Requirement 8: Conduct the Study

Teachers will actually conduct the study with their student sample. During this process an ongoing dialogue with the evaluation team (on electronic mail) is encouraged.

Requirement 9: Post Study Report

Teachers are required to develop a short report which describes requirements 2-6, as well as the data obtained, the analysis used, and the results obtained. Conclusions and recommendations are also required to conclude the report.

Note: Teachers will need to make use of the Internet (electronic mail, listserv, web) to submit their proposal ideas and final report, as well as communicate with the evaluation team.

e-mail addres:_____ (please complete)

Note: Special Project credit requires evidence of a qualitative nature as well as a minimal time expenditure of 30 clock hours for each credit hour desired.

_____ Student Signature Date

_____ Project Supervisor Date

_____ Chairman Date

White Department
Yellow Supervisor
Pink Student

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Executive Evaluation Team Summary
Outcomes of the Community Discovered Sustainability Meetings

Purpose and Background: The following is a summary of the outcomes of the sustainability meetings conducted by the Community Discovered Project during the Summer and Fall of 1997. The meetings were to identify and agree upon a set of common beliefs about the guiding principles and desired outcomes of the project – and to identify strategies for ensuring sustainability and scaleability. The overarching goal for this process was to gain a reaffirmation, among all project partners, to continue collaboration and support for this important initiative based on a shared set of beliefs and strategies for the future.

The Desired Outcomes: In identifying the desired outcomes of the participation in the project by key partners, the following impact statements were developed within the sustainability meetings.

Students will:
- feel successful in executing a higher level of thinking skills and will have the ability to construct knowledge
- more actively engage in and more responsible for learning
- use appropriate language and vocabulary to communicate about their learning

Teachers will:
- incorporate a constructivist approach to their own learning and teaching that serves as an effective "model" of learning for their students
- develop a greater knowledge and understanding of the arts and their integration with other disciplines
- participate as full partners within the Community Discovered project that results in a sense of belonging and empowerment necessary to engage in effective mentoring and collaboration with their peers

Cultural Institutions will:
- expand and/or refocus their education programming to develop teaching tools and resources that are of greater relevance to the constructivist teaching and learning process
- work more closely with teachers in the development of educational opportunities and resources
- refocus and expand their outreach activities to more effectively engage all members of the community in arts and cultural programs and services

Higher Education Institutions will:
- develop strategies for providing resources and services to K-12 teachers and students that enhance the constructivist approach as well as other project cornerstones
- collaborate with cultural institutions and school districts to provide professional development opportunities for teachers as well as distance learning opportunities and on-line resources for students
- increase interactive planning and communications with K-12 schools through technology and other avenues
- identify and link teacher preparation, content areas and instruction with K-12 subject area content taught by Community Discovered project participants

Business Partners will:
- focus resources and strategies to help teachers and students meet project objectives in conjunction with the four cornerstones
- assist with promoting the goals and outcomes of the project as a successful model for strengthening partnerships between the business community and schools
- share human resources by empowering employees to participate in the project where appropriate
- actively collaborate with the project when opportunities are available
- provide feedback to schools when invited to do so
- take part in open communication with the project
- develop Web sites containing relevant information of community interest
- sponsor a Community Discovered statewide awards program

Parents and the Larger Community will:
- better understand and support the goals and beliefs underlying the project's four cornerstones
- increase their participation in and support for project activities
- increase their participation (and the participation of their children) in the community's arts and cultural events and opportunities

The Nebraska Department of Education will:
- assist all project partners to understand how the Community Discovered project is consonant with new approaches to teaching and learning in the state and nationally

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The Belief Statements:
In identifying the shared beliefs of partners in the project, the following belief statements were developed within the meetings. These belief statements will be used to help guide the project in all project developed activities and general planning.

a) We believe that to teach and learn through the visual and performing arts:
- promotes greater understanding of the human experience
- integrates and transcends subjects and disciplines
- is an essential part of the core education program for all students
- fosters creative and critical thinking, self-discipline, and lifelong learning
- helps people understand and celebrate themselves and others in a community without boundaries
- provides a powerful means for self-expression and communication among individuals, generations, and cultures
- includes dance, music, theater, and the visual arts
- encompasses process, performance/production, criticism and aesthetics, including historical and culturally diverse populations

b) We believe that to teach and learn from an interdisciplinary approach, educators should be encouraged to:
- make the world relevant by interconnecting and interrelating a variety of disciplines and learning
- offer multiple lenses from which to view the world of knowledge
- construct a complex but meaningful knowledge base that accommodates diverse viewpoints for managing life's problems and issues
- preserve the integrity of the disciplines

c) We believe that to teach and learn from a constructivist framework means:
- through inquiry, exploration, and discovery, students will acquire basic skills and higher-order thinking skills, construct meaning, and open corridors to new fields of inquiry and knowledge
- teachers and students will develop an active partnership and collaboration that is dedicated to learning in and beyond the classroom

d) We believe that teaching and learning through the application and integration of technology:
- adds a dimension to learning, with its own unique skill set
- empowers teachers and students to move forward creatively
- provides equality and freedom of discovery
- fosters the responsibility to stay on course
- enables wide-ranging inquiry-based educational travels
- promotes global interactive relationships for research, sharing, creating and assessing
- requires continuing maintenance, fine-tuning, and investment
- supports the mission of education reform for transforming teaching and learning to prepare students for the 21st century

The Tools and Resources for Sustainability:
The meetings also identified five different categories of tools and resources to aid in the sustainability process, which were acknowledged by the participants:

1. Mixes of Community-based Partners
2. Well-defined Roles and Responsibilities of Partners
3. Teacher and Administrator Empowerments
4. Professional Development for All Partners
5. Interactive Communications Opportunities

For additional information:
For additional information related to this report, or the Community Discovered Project itself and the Office of Internet Studies, related to the evaluation process, the following two web sites will be useful.

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Appendix C:

Sample Professional Development Unit

ConferNET

COMING SOON!

Curriculum Units

Units are to incorporate into existing curriculum the four strands of the grant: arts integration with a DBAE approach, technology integration, constructivist learning theory, and interdisciplinary curriculum.

Resources

Web sites & sources of information to assist participating teachers.

Special Interest Groups

Special focus on Posters, Latino Art, Storytelling, Folk Art, Public Sculpture, and Post Office Murals.

Intranet

Nothing exciting here, just online forms.

Calendar

Events and activities involving CD Staff and/or participants.

Information

Read the grant abstract, goals, and other background information.

Comments

A direct line to members of the CD Staff.

Exploring All Frontiers

Linda Leary

The purpose of this unit is for students to utilize higher thinking skills to expand their self concept to include physical, cognitive, and affective frontiers.

Early Childhood (k-3)	
Concept	Frontiers
Topic	Space and Western Expansion

Purpose Statement

How can the examples of how people through history have conquered the Western frontier and the frontier of space help us better cope with the frontiers we face in our own personal lives?

Software

HyperStudio, Tesselmania

Hardware

Macintosh 520 and 5400

Internet Resources

NASA
quest.arc.nasa.gov
pks.jpl.nasa.gov

Art
nmaa.si.edu
www.joslyn.org

Standard Resources

The classroom teacher and Media Specialist constructed mattrices of community, print, and audio-visual resources. Additional mattrices of skills and learning concepts integrating Literature, Music, Performing Art, Visual Art, and the traditional content areas were valuable teaching resources.

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Visual Arts Content Objectives

The students will contrast the conceptual size of a mural from the Art Specialist. The students will understand the creation of the Post Office murals showing historical events as the western expansion took place. The students will be in cooperative groups to create a murals of outer space, including the planets, and a western expansion timeline.

Music Teacher Objectives

The teacher used the music specialist's expertise for the students' understanding of songs sung along the western expansion route.

Music Content Objectives

The students used classification when learning western expansion songs and appropriate instruments for the trail.

Instructional Outline

1. The Media Specialist contrasted Science Fiction and space nonfiction. The students explored Jane Yolen's Commander Toad series of picture books by contrasting the characters and settings. The Media Specialist assisted the students review the nonfiction concept and helped students locate the space nonfiction. The students contrasted the space photos with the Commander Toad illustrations.

2. The classroom teacher was teaching western expansion in the classroom. She helped the students explore Karl Bodmer, Frederick Remington, and George Catlin art work. She also included some Social Studies facts about immigration and various ethnic groups as they settled. She was assisting students locate and write space facts found in the NASA photos and space nonfiction.

3. The Media Specialist helped the students explore the moon facts actually contained within the folktale genre. The students discussed settings and characters in this genre.

4. The classroom teacher assisted the students to create spaceships from paper scraps.

5. The HyperStudio stack, Tesselmania, the camp or trail songs, and the mural activities were going on simultaneously in the various classes outside of the classroom.

Final Products

1. Outer space mural, 2. Western Expansion Timeline, 3. HyperStudio stack of shapes, colors, and textures on 3 cards, 4. Scrap paper space ships or rockets, 5. Tesselation saved on the computer

Teacher Reflection

Successes:

1. Connection between history and future by making past and future on the mural,

2. Vastness of the mural form to help the students understand the vastness of history and space travel in the future,

3. Teacher's use of NASA websites for current information

Improvements:

1. Build in more time for students to use the student-appropriate NASA website

2. Use more art dealing with space and space travel-Norman Rockwell, Jackson Pollack, stain glass window of Washington National Cathedral of first manned lunar landing.

3. Look at the need for ability grouping with technology tasks.

Teacher Artifacts

Video tape of Texas post office mural lesson, students creating their mural, Dr. Neal Grandgenett teaching tesselations/patterns
Integrated planning mattrices and extensive resource bibliographies

Student Reflection

Having interviewed three students from the classroom, I recieved the following reflections: 1. Steven said he had liked history since he was in pre-school so learning about history in first grade was great. 2. Steven thought the HyperStudio stacks were boring and wished he could have put information about space on the cards like the WMS students showed. 3. He really likes to read about Cowboy Sam, so he is glad he got to learn about cowboys and see the cowboys in the Texas mural. 4 He learned how to make grass in his pictures by seeing the bent grass in the mural. 5.Erica prefers to learn about space and the future instead of things in the past. 6. Matthew likes to learn about both.

Student Artifacts

HyperStudio stacks, Mural, Tesselations

Partnerships

UNO's Dr. Grandgenet was a guest lecturer for patterns and tesselations. Colett deFrey, Community Discovered site coordinator, was a valuable source about the Texas post office mural. She also provided the partnership with Westside Middle School students who served as space experts. The Music and Art Specialists were extremely cooperative partners.

All Unit Plans are to be considered "Works in Progress". As teachers reflect upon the challenges and successes of each unit they are encouraged to return and make modifications. Also, each teacher is at their own level in incorporating the four strands of the grant into their daily teaching. As they grow more comfortable with each area they are again encouraged to revisit their Unit Plan and make modifications.

Appendix D:

Sustainability Planning Report

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Appendix E:

Private School Accessibility Plan

	A	B	C	D
1	SCHOOL	ADDRESS	PRINCIPAL	PHONE #
2	All Saints Catholic School	1335 10th St. , Omaha, NE 68108	John Pallidino	346 - 5757
3	Assumption School	5602 S. 22nd St., Omaha, NE 68107	Jim Lebeda	734 - 4504
4	Bellevue Christian Academy	1400 Harvell Dr., Bellevue, Ne 68005	Terri Winchell	898-4222
5	Blessed Sacrament School	6316 N 30th St., Omaha, NE 68111	Mrs. M. Sue Moser	455 - 4030
6	Boys Town High School	13803 Flanagan Blvd. Boys Town, NE 68010	Dick Lohmeier	498-1853
7	Boys Town Schools	13803 Flanagan Blvd., Boys Town, NE 68191	Dick Lohmeier	498 - 1853
8	Brownell Talbot	400 N. Happy Hollow, Omaha, NE 68132	Dianne Desler (Headmaster)	556 - 3772
9				
10	Central Christian Schools	1722 S. 16th, Omaha, NE 68108	Michelle Lundgren	342 - 6506
11	Christ the King Elem. School	831 S. 88th St., Omaha, NE 68114	Mary Anderson	391 - 0977
12	Creighton Prep.	7400 Western Ave., Omaha, NE 68114	John C. Naatz	393 - 1190
13	Daniel J. Gross High School	7700 43rd St., Omaha, NE 68147	Rebecca Cleveland	734 - 2000
14	Duchesne Academy	3601 Burt, Omaha, NE 68131	Mary Duffy	558 - 3800
15	Catholic Academy	2326 S. 14th St., Omaha, NE 68108	Dawn Schreiner Head Teachr	345-3500
16	Holy Cross Elem. School	1502 S. 48th St., Omaha, NE 68106	Sandra Suiter	551 - 3773
17	Holy Ghost Elem. School	5302 S. 52nd St., Omaha, NE 68117	Jane Barreuther	731 - 5161
18	Holy Name Elem. School	2901 Fontenelle Blvd., Omaha, NE 68104	Sofia Kock	451 - 5403
19	Marian High School	7400 Military Ave., Omaha, NE 68134	Elizabeth Kish	571 - 2618
20	Mary Our Queen Elem.	3405 S. 119th St., Omaha, NE 68144	Donald Ridder	333 - 8663
21	Mercy High School	1501 S. 48th St., Omaha, NE 68106	Carolyn Jaworski	553 - 9424
22	Mount Michael High School	22520 Mt. Michael Rd., Elkhorn, NE 68022	Brian Osborne	289 - 2541
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24	Roncalli High School	6401 Sorensen Pkwy, Omaha, NE 68152	Dr. Duane Gross	571 - 7670
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28	St. Bernadette Elem. School	7600 S. 42nd St., Omaha, NE 68147	Mrs. Lisa Nelson	731 - 3033
29	St. Bernard Elem. School	3604 N. 65th St., Omaha, NE 68104	David Peters	553 - 4993
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31	St. Columbkille Elem. School	224 E. 54th St., Papillion, NE 68046	Mrs. Christine Overkamp	339 - 8706
32	St. Gerald Elem. School	7857 Lakeview Dr., Ralston, NE 68127	David Garland	331 - 4223
33	St. James / Seton Elem.	9212 Tomahawk Blvd., Omaha, NE 68134	Terry Crum	572 - 0339
34	St. Joan of Arc Elem.	7430 Hascall, Omaha, NE 68124	Sr. Marian Camel	393 - 2314
35	St. John The Baptist	500 S. 54th St., Plattsmouth, NE 68048	Laurel M. Ronk	296 - 6230

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43 Sts. Peter & Paul Elem.	3619 X St., Omaha, NE 68107	(Mrs) Joan Miller	731 - 4713
44 St. Stanislaus Elem.	4501 S. 41st. St., Omaha, NE 68107	Sr. Rose Ann Stillmock	731 -0484
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56 Omaha Archdiocese	3212 N. 60th St., Omaha, NE 68104	Sr. Mary Margaret Murp	554-8493
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The Community Discovered:

The Search for Meaning

Through the Integration of Art and Technology in K-12 Education

PROJECT ABSTRACT

Mission: *To prepare students to become lifelong learners, creative problem solvers, and successful communicators who are prepared to live and work in today's technological society.*

The Community Discovered is a five-year project that links technology and the arts with other subject areas to transform the education of K-12 students. The focus of this project is to develop constructivist curriculum models of engaged student learning using technology and the resources of the Internet. Conducted by Westside Community Schools in Omaha, Nebraska, *The Community Discovered* project builds upon and extends the impact of the Art and Technology Integration (ATI) Project, conducted by Westside and the Grand Island Public Schools. The ATI project received a two-year grant from the Excellence in Education Council, funded by Nebraska state lottery proceeds.

The Community Discovered expands on the mission of Prairie Visions: The Nebraska Consortium for Discipline-Based Art Education, at the Nebraska Department of Education. Prairie Visions is a consortium of nearly 100 Nebraska school districts, the Nebraska Department of Education, the Nebraska University system, three Nebraska art museums, and other arts and education agencies. Prairie Visions is sponsored by the Nebraska Department of Education, the Getty Education Institute for the Arts, and the Nebraska Art Teachers Association.

Nine Nebraska school districts will participate in a full range of project activities. Four districts were selected initially. In addition to Westside Community Schools, these include Grand Island Public Schools, Winnebago Public Schools, and Lexington Public Schools. Omaha Public Schools was added during the second year. Four additional schools districts that serve a high percentage of rural and/or urban disadvantaged students will be selected to directly participate. Educators across the U.S. will be able to access project resources and receive assistance in using them through the Internet. Consortium partners include: three state art museums — the Joslyn Art Museum (Omaha, NE), the Sheldon Memorial Art Gallery and Sculpture Garden, (Lincoln, NE), and the Museum of Nebraska Art (Kearney, NE) — working collaboratively with the National Museum of American Art (Washington, D.C), the Getty Education Institute for the Arts (Los Angeles), and the Kennedy Center for Performing Arts (Washington, D.C). These museums provide a rich resource for educators to access and incorporate into their curricula.

The Community Discovered project has five goals:

1) to enable students to achieve high academic standards by integration of the arts and technology in core subject areas;
2) to provide students and educators equity in access to information and museum resources at the state and national levels;
3) to enable educators to effectively use appropriate technologies for constructivist teaching and learning across the curriculum;
4) to enable educators to implement effective curricula incorporating the arts and technology in core subject areas;
5) to create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology, and the arts with other core subject areas.

Five related activities are designed to enable educators to participate in a variety of ways:

1) The Electronic Museum in the Classroom: Resources from the museums, coupled with information about each work and model curricula using the works, will be made available through the Internet.
2) Computer-Based Educational Strategies: Educators and students will use electronic portfolios to record progress. These portfolios will constitute a portion of the project evaluation that will be developed as a portfolio of indicators examining the effectiveness of the curricular units as well as the overall impact of the project. Technology support staff from the Educational Service Units and private industries will provide training and assistance on the use of various software packages and network applications.
3) Professional Development and Support for Educators: The project will enable selected educators to participate in an intensive summer institute program conducted by Prairie Visions, the National Museum of American Art, and the Kennedy Center. Additional professional development will be ongoing throughout the academic year. The professional development focus addresses four areas essential to the success of the project: 1) to prepare educators to integrate the arts across the curricula; 2) to prepare educators to integrate technology into the teaching-learning environment as a vehicle for enhancing the educational experiences of all children and promoting critical thinking and problem solving in students; 3) the adoption of the constructivist approach to teaching and learning; and 4) to prepare educators to effectively engage in interdisciplinary planning and instruction consistent with a constructivist approach to education.
4) Integrated Curriculum, Instruction and Assessment Strategies: Educators will develop curriculum units using Internet-based resources, art resources, and multi-media components that engage students in self-directed problem solving and discovery. Students will be actively engaged in the learning process utilizing collaborative groups and the technology resources to explore subjects in greater depth and complexity. Site-based coordinators will provide ongoing assistance as

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teachers design and implement their curricula and appropriate assessment strategies. Teachers will embed appropriate assessments into their curricular unit plans to evaluate the effectiveness of the teaching and learning experiences. Assessments will include artifacts such as student projects, documentation of student problem-solving strategies, student journals, and objective measures of student performance as related to the curricula. Teachers' performance will be documented through classroom observations, continuous growth plans, and artifacts such as teachers' journals, input to the listserv discussions, and their electronic portfolio of curricular units.

5) Nationwide Community for Art and Technology Integration: The project will establish close linkages with other Challenge Grant projects and educational leaders across the United States. Prairie Visions, with the support of the Getty Center, has already begun assisting other states in initiating professional development programs based on its successful collaborative model. Through ARTnet and ArtsEdge, *The Community Discovered* Project curricula, model, and methods will naturally be linked to the global education community. Further, *The Community Discovered* web site will serve as its own site for educators to access interdisciplinary curricular units that are linked to the National Education goals, the National Standards for education across the core subject areas, the State Frameworks goals, and to teachers' individualized learning outcomes. Individuals visiting the site will 'discover the on-line community' that is created by the curricular units linking universal themes to specific educational goals, and using the arts as a tool to enhance the teaching and learning of all participants. Use of the electronic network, teleconferences, desk-top video conferencing, and distance education resources will support these efforts.

Essential to the success of the project is Nebraska's educational technology infrastructure. Key features include Nebraska's statewide electronic educational network, NEnet, and the growing number of direct Internet connections made possible by school districts and educational service units. The project evaluation, conducted by the University of Nebraska at Omaha in conjunction with West Ed, provides guidance throughout the project. A three-tiered advisory board provides input and feedback from the perspective of stakeholders, leaders, and partners. The National Advisory Board consists of a diverse group of professionals with links to the educational community through their work in the arts, technology, or related fields. The Community of Friends Board is made up of local parents and professionals who are influential in affecting decisions regarding our schools and whose work links them to the project at a local level. Each participating district has a Community of Friends Board with input to their district and to the overall project. The Council of Administrative Partners consists of representatives from each of the consortium partner organizations, working collaboratively to provide direction to the operations of the project and to provide stakeholder feedback to the evaluation team.

The Community Discovered Project is working to transform education by promoting constructivist curricula through integration of the arts and technology in core subject areas.

Why constructivism? "Education reform must start with how students learn and how teachers teach...After all, the construction of understanding is the core element in a highly complex process underpinned by what appears to be a simple proposition. It sounds simple enough: we construct our own understandings of the world in which we live...Each of us makes sense of our world by synthesizing new experiences into what we have previously come to understand...we construct understanding through reflection upon our interactions with objects and ideas. Learning is not discovering more, but interpreting through a different scheme or structure" (Brooks & Brooks, 1993; p. 4-5).

Advisory Board Co-chairs: **J. Robert Kerrey, U. S. Senator**
Dr. Elizabeth Broun, Director, NMAA

Consortium Partners:

Apple Computer Inc.
Getty Center for Education in the Arts
Grand Island Public Schools
Joslyn Art Museum
Kennedy Center for the Performing Arts
Lexington Public Schools
Little Priest Tribal College
Museum of Nebraska Art
National Museum of Wildlife Art
Nebraska Art Teachers Association
Nebraska Arts Council
Nebraska City Public Schools
Nebraska Department of Education
Nebraska Educational Service Units
Omaha Community Playhouse
Omaha Public Schools
Opera Omaha
Prairie Visions Consortium
Sheldon Memorial Art Gallery & Sculpture Garden
Smithsonian National Museum of American Art
University of Nebraska System
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Revised 5/20/98

Participating School Districts

Grand Island Public Schools
Lexington Public Schools
Nebraska City Public Schools
Omaha Public Schools
Westside Community Schools
Winnebago Public Schools

A
United States
Department of Education
Technology Innovation
Challenge Grant

1996 — 2000

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PrairieVisions Consortium
Sheldon Memorial Art Gallery & Sculpture Garden
Smithsonian National Museum of American Art
University of Nebraska System
WestEd
Westside Community Schools
Winnebago Public Schools

Advisory Board Co-Chairs: J. Robert Kerrey, U.S. Senator; Dr. Elizabeth Broun, Director, NMAA

URL: http://communitydisc.wst.esu3.k12.ne.us

THE COMMUNITY DISCOVERED

CREATING A COMMUNITY OF LEARNERS
FOR TOMORROW'S WORLD

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Our Mission:

To prepare students
to become lifelong learners,
creative problem solvers,
and successful communicators
who are prepared to live and work
in today's technological society.

The Community Discovered is a five-year project that links technology and the arts with other subject areas to transform the education of K-12 students. The focus of this project is to develop constructivist curriculum models of engaged student learning using technology and the resources of the Internet.

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- To enable students to achieve high academic standards in core subject areas;
- To provide students and educators equity in access to information and museum resources at the state and national levels;
- To enable educators to effectively use appropriate technologies for constructivist teaching and learning;
- To enable educators to implement effective curricula incorporating the arts and technology in core subject areas;
- To create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other core subject areas.

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Appendix G:

Unit Abstracts

Unit Plan Abstracts

All Unit Plans are to be considered "Works in Progress". As teachers reflect upon the challenges and successes of each unit they are encouraged to return and make modifications. Also, each teacher is at their own level in incorporating the four strands of the grant into their daily teaching. As they grow more comfortable with each area they are again encouraged to revisit their Unit Plan and make modifications.

1930

Middle School (7-8)

The purpose of this lesson is to help students develop the concepts of cause and effect, sequencing, comparing/contrasting, and making connections using the events of the 1930's as a focal point. The students will then be asked to synthesize their learning and to connect the repercussions of those events to modern day society.

A Residency in Watercolor

Early Childhood (k-3)
Intermediate (4-6)

The purpose of this unit is for students incorporate new watercolor techniques into their own original watercolor products.

A Tree is a Tree and a Lot More

Early Childhood (k-3)

The purpose of this unit is for students to become aware of the many uses, both esthetic and economic, for trees and about the conservation of trees as a natural resource. The student will become aware of the role of trees in art and the folk art of different cultures.

Acceptance Through Patchwork

Early Childhood (k-3)

This unit is designed to be used during February, black history month. The purpose of the unit is to promote the acceptance of various individual differences through literature set in the present and during historical times and set in various locations. The unit builds on the trade book, The Patchwork Quilt. Connections are made to the artistry and family history in handmade quilts, the geometry used in designing quilt blocks, performing arts through dance, history through a look at the lives of slaves through literature and information from the Internet. The work of artist William H. Johnson is used for its depiction of the heroes in black history and the everyday life of black people.

Adventures along the Oregon Trail in Nebraska

Intermediate (4-6)

The purpose of this unit is for students to discover how the land and people we develop relationships with in Nebraska affect our survival--past, present, and future.

American Culture during the Great Depression
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to learn about the 1930's in a way that is different from the traditional study of the Great Depression. Here the students will learn about the cultural aspects of life in the 30's.

American Revolutionary War: Two Sides...Two Perspectives
Intermediate (4-6)

In this unit, students will investigate the American Revolutionary War era from the perspective of Britain and the American colonists by researching causes, effects, events and people.

Architecture
Intermediate (4-6)

Students will learn how things fit together by studying tessellations and the work of M.C. Escher. They will then learn the terminology of architecture, become aware of historical significance of architecture in different parts of the world, and problem solve in creating own piece of architecture out of cardboard boxes.

Students will access the Internet for research purposes and learn how to save images from the Internet to a disk. They will also use the video camera to save snapshots of local architecture to a disk. Finally, they will create a HyperStudio stack depicting images and text.

Architecture: Homes All Around
Early Childhood (k-3)

The purpose of this unit is to help students develop a sense of architecture historically, a vocabulary, and a personal connection to architecture. They will learn about the architecture of Frank Lloyd Wright, then the architecture of Nebraska, and then connect to their own architecture (homes and buildings in their community).

ARTIFACT to ART to GLYPHS
Intermediate (4-6)

"ARTIFACT to ART to GLYPHS" is a unit about discovery. Major emphasis is on the development of early Latin American civilizations. The first part of the unit is based on Jeff Stern's Prarie Visions Unit on "Cuna Molas". Students examine early cultural artifacts and then create their own artifact patterned after the molas of the Cuna people of Panama.

The second part of the unit is based on early image-making attempts from the Cro-Magnon to the Peruvian Incas. Students create their own weavings using a variety of fibers and techniques.

The final part of the unit investigates how image-making gave way to creation of symbols for sounds and concepts. Students study Maya glyphs and create a personal glyph in the Maya style.

Authentic Pilgrim Boys and Girls
Early Childhood (k-3)

The purpose of this unit is for students to synthesize their historical knowledge of the Pilgrims landing at Plymouth Rock by looking at period paintings of Albert Beirstadt and Pierre Renoir, enabling them to depict in a performance for their parents, the original dress of Pilgrim children.

Autobiographies and Storytelling Help Us Understand Ourselves and Others
Early Childhood (k-3)
Intermediate (4-6)

The purpose of this unit is for students to develop an awareness of their heritage and how it plays an important part in every society/community.

Back in Time - Next Stop the Middle Ages
Intermediate (4-6)
Middle School (7-8)

The purpose of this unit is for students to be able to better understand the life and times of the Middle Ages in Europe

Building Buildings
Intermediate (4-6)

The purpose of this unit is to have students further develop their 3D knowledge of virtual reality

Can you find the transportation?
Early Childhood (k-3)

The purpose of this unit is for students to locate and name different types of transportation. The students will be able to categorize different types of transportation by where you find them: land, air, or water.

Causes of the Revolution Newspaper
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to think of the events that led up to the Revolutionary War as though they were living at that time.

Celebrate The Four Seasons
Intermediate (4-6)
Middle School (7-8)

The purpose of this unit is for students to make connections among the recurring cycles and changes that affect their lives on Earth. Students will investigate cause and effect and compare and contrast how recurring cycles are evident in multiple aspects of their education. These multiple aspects include science, the visual arts, technology, music, math, language arts, and social studies. Students will work toward synthesizing learning, understanding, and experiences in the

various areas.

Celebrating Diversity
Intermediate (4-6)

The purpose of this unit is for students to answer questions they have about cultures. They will be asked to find similarities and differences between cultures and to research one specific country.

"Celebrating the Individuals in Our Community"
Intermediate (4-6)
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to publish a web book/hardcover book covering the life of a school community member in order to examine how life stories define "who" these people are. The students will learn and use interviewing skills, advanced feature writing skills, analytical writing skills, page layout skills, photography skills, and computer technology skills to produce a work sharing the life history of a self-selected community member from their attendance area.

Children's Books
Middle School (7-8)

This unit allows seventh grade students to use their experiences to write children's books which deal with an theme/lesson to which second grade children can relate.

Citizenship
Intermediate (4-6)

"Citizenship: A Unit Incorporating Art and Technology" is a 4-Mat Wheel unit. This unit emphasizes the use of cooperative learning groups and research using the Internet and other media to gain knowledge of the concept of citizenship and symbolism in art. Analyzed images are from the National Museum of American Art.

Students reflect on prior knowledge of democratic symbolism in order to create and present their own awards to citizens whom they believe possess qualities and characteristics of "good" citizenship.

Students create multi-media presentations or portfolios which include: a personal reflection essay, NMAA image summary, descriptive paragraph describing student-created award, letter to awardee, prototype of award, Quick Take photograph or Virtual Reality clip of award.

Color My World
Early Childhood (k-3)

The purpose of this unit is to help students learn their colors; and to describe how colors may effect the way they feel.

Creating An Understanding of the Past/Through The Art of George Catlin and Native American Artifacts
Early Childhood (k-3)

Intermediate (4-6)

The purpose of this unit is for students to create an understanding of the Native American culture during the historical period in which George Catlin lived and painted. The teacher and students will place an emphasis on the study of the Pawnee Native Americans during the time period of 1830-1840.

Creepy Crawlies
Early Childhood (k-3)

This unit investigates what people explore and find outside their door. This is done through studying the way artists and writers express places and things they care about. Artists value self-expression and people use art to express their values and beliefs. We use the works of Kiff Siemmons and Larry Fuente and others as well as the Children's book Insects Are My Life.

Discovering Shoes, Step by Step
Intermediate (4-6)

The goal of this lesson is to alleviate the beginning-of-school jitters and to instill a sense of community among class members. The students will experience an in depth and interdisciplinary unit on shoes.

During active involvement the students will glean an appreciation of the arts, problem solve, conduct research, reflect, and share findings within and between collaborative groups.

Distinguish Communities by their Architecture
Early Childhood (k-3)

The purpose of this unit is for students to distinguish between a rural community and a city community by observing the architecture in each one.

Embrace Space
Early Childhood (k-3)

The purpose of this unit is for students to learn about the world beyond what they experience. Curiosity about the world of outer space runs high in third grade students and they can determine what they most want to learn.

Exploring All Frontiers
Early Childhood (k-3)

The purpose of this unit is for students to utilize higher thinking skills to expand their self concept to include physical, cognitive, and affective frontiers.

Exploring Nebraska Art and Architecture
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to:

BEST COPY AVAILABLE

1. Become aware of the artistic heritage available in the State of Nebraska.

2. Became aware of ways to study Nebraska Art on the Internet.

3. Find ways to analyze specific works of art and to communicate the analysis to others.

Exploring Regions of Our World
Intermediate (4-6)

The purpose of this unit is for students to discover that the climate and landforms affect the plants and animals that live in this area. These same things affect the homes where we live, determine the way we earn our living and what we do for recreation.

Exploring the Importance of Leaders In Yesterday's and Today's World
Early Childhood (k-3)
Intermediate (4-6)

The students will identify the qualities that make a person a great leader. They will study great leaders through collected information and through art created by William H. Johnson and Jacob Lawrence. They will then develop a community or a neighborhood project that will demonstrate how they also can become a leader. This project will help make their community or neighborhood a better place.

Facial Tattoos or Face Painting
Middle School (7-8)

Students will use a grid-like method to create a life-size self-portrait from a 3X5 black and white photo. After being exposed to the different customs and rituals surrounding face painting from ancient through modern civilizations, students will create a symmetrical design on their portrait drawing which fits the contour/shape of their face.

Family Heritage

Students who fit into an at-risk criteria need to become connected to their heritage to have an understanding of who they are and where they belong in their community. The Family Heritage project will give the at-risk student a format for doing this. Students will research their family ancestory through interviews and research. They will incorporate the use of technology and art to bring their heritage into a visual perspective.

Fiber of Life
Early Childhood (k-3)

This unit allows students to explore how plants are important to our environment and man's survival. Students will complete a learning cycle in which they explore, invent, and apply the concept that plants are used by man and that art plays an important role between the two. Students will make a connection between plants and their importance to the environment. "What is art? Is clothing art? What is the difference between crafts and art?" Students will learn that plants not only

sustain life but they are also used by man for many different things. Man also uses plants to express himself and to beautify his world. Man needs an aesthetic experience to elevate his understanding of the mysteries of life.

ÒFinding Math In The World Of ArtÓ

Early Childhood (k-3)
Intermediate (4-6)
Middle School (7-8)
High School (9-12)

The purpose of this unit is to provide students an opportunity to learn how to link Math and Art in one activity. When they design a picture using math digits that are camouflaged into a picture, they will see how Math is not just an isolated subject of just a book with problems in it.

Flowers, Flowers, Flowers...A Visit with Georgia O'Keeffe

After a unit in science on the Structures of Life, (plants), and during a Language Arts unit on poetry, the students looked at, discussed and researched Georgia O'Keeffe and her flower paintings. They then chose flowers to paint and created a close-up watercolor painting in Georgia O'Keeffe style. Afterwards, each student wrote a poem about their painting using descriptive language.

German Immigration: Part I

High School (9-12)

The purpose of this unit is for students to come to develop a construct and can come to an understanding of the principle causes of European immigration to the United States during the three decades between 1930 and 1960. Such a construct will develop from the process of inquiry from personal interviews, from which they can formulate for themselves the reasons for immigrating and how our community is affected today by it.

GOING WEST

Early Childhood (k-3)

The second grade language Arts curriculum reads the story, "Josafina and the Story Quilt" and the social studies curriculum includes Pioneers that traveled west.

These units deal with early pioneers that lived in the eastern states and made plans to move west for land, gold or opportunities of many sorts. In the late 1800's the way of life was changing. Many brave people left a way of life that was familiar and comfortable to start a new life in the west. On their way west they encountered many hardships. Many times the hardships and daily trials were recorded in journals, with pictures that were drawn or painted and often in sewing projects such as quilts.

Second graders easily relate with the seven or eight year old girl in the story that tells about her family moving west.

Grand Island History Through Murals

Early Childhood (k-3)

The purpose of this unit is for students to
*understand the characteristics of a community
*murals tell stories
*the evolution of the Grand Island Community

Heroes and Heroines in Science: Dispelling the Stereotype
Middle School (7-8)
High School (9-12)

This unit is to challenge students to think of scientists as heroes and heroines by dispelling the stereotypes of persons in scientific careers. Cooperative group of students research the life and works of a scientist and (through the use of the library and the World Wide Web) produce a multimedia portfolio of art, poetry, songs, and newspaper articles to honor the accomplishments of nontraditional scientists.

Honoring the Past
Early Childhood (k-3)

It is important for children to learn about the beginnings of our great nation and the freedoms that we all enjoy. These have been given to us through sacrifices of the people of the past and kept for us through the hard work of the people of today. The third grade social studies curriculum includes the study of the community of Washington, D.C. and its history. A special focus is to recognize special people and events, to study the sculptures of this great city, and to emphasize patriotism.

How the Environment Effects our Feelings
Early Childhood (k-3)

At the beginning of first grade, self awareness is a prominent study. The skill of identifying and labeling feelings is a vital component of self awareness, problem solvng, and conflict managing.

In art and literature for the reader's and viewer's reaction. The students will learn to compare images and discuss their feelings created by an artist's work. Students will become aware of the correlation between experiencing feelings in art and literature and feelings caused by changes in weather.

It's A Jungle Out Here-landscape painting
Middle School (7-8)

The purpose of this unit is for students to create their own landscape painting for use with the musical using collaboration skills. Students will demonstrate various painting techniques as well as compositional techniques.

Keys To Our House-the White House
Intermediate (4-6)

The purpose of this unit is for students to gain a new and deeper appreciation of what it means to be an American citizen. The students will study the history of the White House from four different

perspectives: as a symbol, a public and private place, technological advances, and changing needs.

Landforms
Early Childhood (k-3)

The social studies curriculum in the Lexington Public Schools includes the study of landforms. It is important for the students to recognize the landforms that make up the topography of our world. It is important for the students to have the ability to read a topographical map and globe. It is imperative that students understand how landforms affect the lifestyle of a community and how landforms may determine the types of goods and services a community produces.

Landforms E-Mail Project
Early Childhood (k-3)

In the third grade Social Studies area, the children learn to identify and explain the following geographic terms: lake, island, river, mountain, peninsula, coast, desert, plain, ocean. These were the starting points for our info search in a constructivist style. In Language composition, they are to write groups of related sentences to form paragraphs,compose and present oral reports, and proofread all written materials. Writing descriptions was developed.

When we began discussing the landforms and what they wanted to find out about the terms, our home state was their focus. With my help, the first of the computer searches on Nebraska were done with sites I had bookmarked. This was how they picked landforms to write and draw about.

I wanted this to be an E-mail project, so I had put a request on the St. Olaf College World Wide Web for an intercultural e-mail project, seeking a partner class. This was then sent out, and from the replies, partner classes were selected.

Landscapes
Intermediate (4-6)

Fifth grade science curriculum contains units on landforms, microworlds and variables. All 3 units can be adapted to the theme of exploring. Through these units, students can incorporate the different types of landforms as they create landscapes using realistic, impressionistic, abstract and pointillism techniques.

Learning By Looking: Pueblo Indian Ceremonial Dances
Intermediate (4-6)

The purpose of this unit is for students to investigate the culture of the Pueblo Indian using its ceremonial dances as a reflection of that culture and putting an emphasis on how the values of a culture influence their traditions.

Linking Civilizations and Personal Heritage Through Multimedia and Art
Intermediate (4-6)

Sixth grade students will use multimedia as a tool to link personal heritages, the Social Studies curriculum, the Language Arts curriculum,

and art images to their own experiences. Hopefully they will recognize and value images, symbols, and the relationship they establish with their own personal heritage. Each student will develop an appreciation of their own culture and its artistic contributions.

Linking Sixth Grade and Nuclear America
Intermediate (4-6)
Middle School (7-8)

Sixth grade students will use multimedia as a tool to link daily curriculum in social studies to modern day technology. This link will involve linking Nuclear America to modern America. Students will develop this link to connect and maintain the importance of these civilizations. The links will establish the importance of art, family, and traditions.

Murals, Memories, and Making Art

Fourth grade reading students will study art works by famous artists. They will use various tools for learning about the artist, and they will present their information by writing and speaking about the artist. They will also create artwork in the style of the artists and describe their creations to classmates and other students in the school. They will make a video tape about their experience.

My Family
Early Childhood (k-3)

While using artworks of families the students will improve their reading, writing, and oral expression skills. The students will also compare and contrast the families in the artworks and with their own.

Natural Disasters
Intermediate (4-6)

The purpose of this unit is for students to increase their knowledge abaout natural disasters by doing extensive research. They will apply what they have learned in various ways throughout the project.

New Year Celebrations Around the Globe
Early Childhood (k-3)
Intermediate (4-6)

Utilizing higher level thinking skills, the purpose of this unit is for students to expand their understanding of how celebrations are a time to show emotions and different peoples' celebrations vary.

Numbers in Art
Early Childhood (k-3)

Students have the chance to see and use numbers in their world. The four learning styles are used to enhance the learning of identifying and using numbers to create a final project.

Numbers in Art
Early Childhood (k-3)

The purpose of this unit is for students to identify numbers and to group objects in sets.

Our community-in sculpture form
Middle School (7-8)

This project is based on the works of William H. Johnson. The objective was to use his works, communication with another community as well as thought best demonstrate our communitiy to create sculpture in clay.

Our Cultural Community
Intermediate (4-6)

Many communities in Nebraska are diverse in their populations. Our towns and cities are composed of people from many different countries and cultural backgrounds. In Winnebago, our village is composed the same way but with the exception that the majority is Native American. What makes our village different from other small communities in NE Nebraska? How can the Winnebago cultural identity be shown?

The African-American artist, William Henry Johnson chose to show his cultural community in South Carolina through his paintings of friends, relatives and the people and their occupations. Using his images as a springboard, how might the cultural heritage of our village be shown?

Our Lives and the Four Seasons
Early Childhood (k-3)

The students will explore the likenesses and differences of each season of the year. They will determine plant, animal, human, and environmental activities which each season is characterized by. The students will then identify the changes of these activities and the reasons why they need to change.

Our Nebraska Story
Intermediate (4-6)

The purpose of this unit is for students to research and use their discoveries to create a computer presentation and a quilt block on Nebraska. Therefore, each child creatively will be telling the story of Nebraska piece by piece.

Parts of Art
Early Childhood (k-3)

The purpose of this unit is to develop a vocabulary of the elements of art that will enable students to better appreciate and discuss the visual arts.

Patterns: A Stitch in Time
Intermediate (4-6)

The purpose of this unit is for students to recognize shapes, designs and numbers that form patterns in our experiences. Students will become aware of their surroundings and learn to recognize and appreciate patterns in many areas.

Picotte Story
High School (9-12)

The purpose of this unit is for students to synthesize history, primary research, visual and performing arts, and their experiences visiting landmarks linked to Susan LaFlesche Picotte to produce an historically-grounded play production at the Dundee Dinner Theatre in May of 1998.

Poetry on the Prairie
Middle School (7-8)

The purpose of this unit is for students to synthesize their historical knowledge of the Nebraska prairie with visual and sensory experiences to produce a piece of writing which captures the essence of "Prairie".

Presidents
Intermediate (4-6)

Students will be able to ascertain the qualities needed to be president, see the differences in character of past presidents, draw conclusions about certain presidents' time in office, link art work of the past to a specific president's reign:

Students will be able to find information on the Internet about a given subject, take notes, draw conclusions, make choices from a selection, and support choice with reasoning. They will substantiate Internet information with book sources. They will also create own art criteria. They will be able to interpret current events.

Quality Work Used to Make a Star Quilt and Its Tradition
High School (9-12)

1. The purpose of this unit is for students to do quality work while learning how to design and create a star quilt with the use of the following resources: the community, art, technology, and the teacher.

2. This purpose of this unit is for the learners to apply the skill of doing quality work to other areas of their life.

"Real or Painted Art" Tromp l'oeil Art Awareness an Activities
Intermediate (4-6)

The students will be introduced to Tromp l'oeil art, via a tour lead by a docent. They will view it closely, compare and contrast it with other art forms, and discuss their opinions of this form of art.

The students will then complete the following activities and choose the means they wish to present the information. They will select their favorite piece of Tromp l'oeil art that they saw and do the following. They will be told that they are hired by the school to make up advertisement for the showing of their selected artwork and write a one page story about their selected picture and artist. They will also do one of the following: 1) Write a 10-14 line poem, using the form of their choice, or find a poem in a book. 2) Make a poster drawing of their selected artwork and write a half page summary as to why they

like that artwork. 3) Do a radio ad about their artwork, that is at least 30 seconds long. 4) Make up an interview with the artist and have this interview about the artwork be about a minute in length. The students will then present their selection to the class.

The students will conclude this activity by writing a thank you letter to our docent. They will thank our docent, tell them the artwork, its artist, and the date the artist completed the work of the Tromp l'oeil art that they liked the best. They will also write the docent the reason why they selected the piece of artwork that they liked.

Rivers of Life: Mississippi Adventure
Intermediate (4-6)

The Mississippi River and its tributaries flow through the heart of North America. They traverse the continent's geographical heartland as a witness to much of our history and as a source of inspiration to our literature, arts and music. These rivers have complex ecosystems that support hundreds of species of fish, birds and land animals. People depend heavily on them for recreation, transportation of needed goods, and for over 25 million of us, the very water

This unit will expose students to the exploration of this extraordinary river system. Its rich natural and cultural history will become evident through student-centered inquires involving interactions with on-line guests, hands-on classroom activities, research, and creative work. This unit utilizes computers and communications technology to enhance environmental learning experiences that are grounded in local issues and connected to global themes.

Rollin' on the River II
High School (9-12)

The goal of this unit is to help students appreciate and value the Platte River. Students will be exposed a variety of interdisciplinary activities. They will investigate the river's historical, social, economic and political areas that influenced the development of Nebraska.

The Platte is a complex ecosystem that supports hundreds of species of fish, birds and land animals. People depend heavily on the river for agriculture, recreation, industry, mining and everyday uses. Just as humans have impacted the Platte River, it in turn affects the inhabitants of the Platte River Valley. The Platte meanders through Nebraska's heartland as a witness to much of our history and as a source of inspiration to our literature, arts and music.

Room Design Planning/From Paper to Virtual Reality and back again
Intermediate (4-6)

The students are guided through a series of exercises in which they must explore how the objects and space around them can be changed to make life more interesting and enjoyable. The exercises begin with two-dimensional exercises and move toward creation, manipulation and exploration of three-dimensional spaces using the computer and 3-D web building software.

Searching for Ourselves in Novels
High School (9-12)

The purpose of this unit is for students to read a novel of his/her choice and complete a number of assignments self-assigned by the student; self-assigned responsibilities include his/her projected academic grade and establishment of absolute deadlines wihtin a specified time frame.

Selling of the West, or The Portrayal of Emigrant Travel on the Oregon Trail
Intermediate (4-6)

The purpose of this unit is for students to use their knowledge of Nebraska History, Native americans and the Oregon Trail to compare realistic and romantic art and literature about the Oregon Trail experience. They will use these as vehicles to compare and contrast viewpoints, perspectives and messages portraying what it would be like on a trip on the Oregon Trail.

Shake, Rattle and Roll-Ceramic Rattles
Intermediate (4-6)
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to demonstrate skills learned in previous lessons in which the pinch method (hand building in clay) could be used to create a clay rattle that would be functional for use with the music department.

Sound and Hearing
Middle School (7-8)

This unit is about how sound is produced by vibrating objects and how sound is picked up and heard by humans. Integrated strongly into the unit is the production of sound from musical instruments and how the qualities of various instruments affect their sound's loudness, pitch, and tone. The unit is culminated by having the students present their product which could be a home-made instrument of their design or a hyperstudio presentation of an instrument. Lesser report assignments also were allowed at a lower assessment value potential.

Storytelling Electronically
High School (9-12)

The purpose of this unit is for students to develop a better understanding of the standard and a few of the advanced features of Microsoft PowerPoint by learning how to develop an electronic storybook. The students will analyze the software features and functions to determine how they can be used to create an electronic storybook. They will also learn how to use a flatbed scanner and related software packages, learn more about the resources available on the Internet, and develop an understanding of the issue of copyright.

Storytelling: Using the arts to enrich the curriculum...
Intermediate (4-6)
Middle School (7-8)

The purpose of this unit is for students to gain an appreciation for other cultures and to use storytelling in a variety of ways. A focus is places on Greek Mythology, African Folklore and Japanese Folklore; however, other cultures are referred to and discussed. This unit explores similarities in the reasons why cultures develop and use storytelling. Mathematics steps in with a culminating project involving having the students creating a multimedia presentation where they teach a math concept, created a mystery (story problem) with the solution centering around the chosen concept, and showing evidence of their work with the cultures of Japan and China.

"Stretching It"

Early Childhood (k-3)
Intermediate (4-6)
Middle School (7-8)
High School (9-12)

Exaggeration is used in many areas of life including television commercials, visual arts, performing arts, literature, and everyday conversation. The purpose of this unit is for the students to recagnize the use of exaggeration and understand how it may enhance the story, painting, conversation or event.

Stuhr Museum Avid Video

Intermediate (4-6)

Sixth grade students will use multimedia as a tool to make an avid video of a field trip to Stuhr Museum. Narration will be created by the students as will the music. Students will also choose the pictures to be used, do the editing and make the movie. Each student will gain self esteem by being a part of making a movie with themselves as the "stars"!

Sunset Hills: A True Community Discovered!

Early Childhood (k-3)
Intermediate (4-6)
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to learn about the neighborhood they live in by interviewing patrons who have lived here for a long time, and by studying the history of this area. The students will decide on a mural theme and design after their reserch into Sunset Hills and their study of the 1930s post office murals created in small communities.

The Civil War

Middle School (7-8)

This unit asks the students to study the American Civil War and then create a hyperstudio stack about one aspect of the war.

The Places We Love

Early Childhood (k-3)

This unit explores how people express themselves. This is done through studying the way artists and writers convey to us places they care

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about. Artists value self-expression and people use art to express their values and beliefs. We use the works of William H. Johnson and others as well as the Children's book All The Places To Love.

The Unknown Secrets of the Rain Forest
Early Childhood (k-3)

The students will build a rain forest our classroom as they learn about it. They will learn where they are located, why are they important to us and what is happening to the rain forest. The students will learn about the water cycle, the cycle of a blossom flower, life cycle of a frog, soil layers, photosynthesis and the characteristics of living and non-living things while learning about the rain forest. The students will be able to show oral expression through performing a play.

The Voyage of the Mimi Research Project
Intermediate (4-6)

The purpose of this unit is to give students exposure to topics that involve not a study of environmental science, but also to have them conduct research and present their findings.

Understanding Transitions
High Schocl (9-12)

The goal of this unit is for the students to explore their history and start thinking about the decisions that face them in the future. Through studying Johnson's life and art students will observe how events cause change. They will be able to identify the causes and effects in Johnson's life and their own.

Web Books
Intermediate (4-6)
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to understand the power of various communication methods

What Is It; Whose Is It; Where Did It Come From?
High School (9-12)

Use research, experimentation, and exploration techniques to learn what elements constitute a threat to outdoor sculptures and the steps necessary for the preservation of these sculptures. Students will locate, identify, assess the condition, and catalog major pieces of public sculpture found in the city of Omaha and share their findings with community members through the creation of electronic presentations.

Where Do I Live?
Early Childhood (k-3)

This unit introduces the children to the concept that a community is a place and the people who live there. The children learn the characteristics of communities, and they come to realize that there are similarities and differences in communities. Another idea presented is

that all people have basic needs. The children are guided to understand that these needs are meet through the community. Finally, a community thrives on the responsibility of community leaders and its citizens.

Who am I?

Students develop their writing skills by creating a character sketch about the person they need to know best: themselves. Students read character sketches, view portraits by famous artists, select one personality trait, and affix a mug shot of themselves into a famous portrait. Students write a piece which describes their physical traits and narrates a personal adventure showing themselves living one of their personality traits. Included in the final project is a conversation with a famous artist--living or dead--who is about to paint their portrait. Students imagine themselves at the ripe old age of 55, discussing with the artist whether they have changed, how they have changed, and why they changed.

Who's Talking the Talk and Walking the Walk?
Intermediate (4-6)
Middle School (7-8)
High School (9-12)

The purpose of this unit is for students to design a list of attributes for choosing a HERO/HEROINE. They will learn how we as a nation recognize societyÕs heroes, how we learn about ourselves as a people, how we as a nation symbolize societyÕs values and beliefs, and how it connects our past with our present.

Writing Through Art
Intermediate (4-6)

The purpose of this unit is for students to view and study the works of both visual and performing artists and then to recognize the analogous comparisons among the techniques utilized by these artists and writers. Students will recognize that both writers and artists develop skills in the use of words, styles, and media that make their works stand apart as pieces that viewers and readers enjoy and appreciate. Through this comparative study, students will improve their own skills both as producers and consumers of quality writing and art.

[CD Curriculum Unit Plans] [CD Information][CD Intranet] [CD Training] [CD Resources] [CD Special Interest Groups] [CD Comments] [CD Eval Team Website]

Community Discovered Home Page
Intranet | Training | Curriculum | Information
Resources | S.I.G.s | Evaluation | Comments

Appendix H:

Inservice Training Institute Examples

Some Final Tips:
Before You Start Planning Your Next Trip

Ask yourself these questions about your unit . . .

- is the Abstract no more than 2-3 sentences, BRIEFLY summarizing "why" the students are involved in the unit?
- is the unit concept a "big idea" rather than a topic within the curriculum? Does it ask the student to look at the curriculum from a broader viewpoint -- from a "whole" rather than a part?
- does the Big Question relate back to the Unit Concept AND pose a question or problem to which the students must find an answer?
- is the Unit Topic a piece of your curriculum?
- is your Unit Title a catchy title that will attract other teachers' interest yet capture the essence of your unit?
- do the Teacher Objectives state objectives that the teacher has set for himself/herself in either preparing the unit or preparing the classroom environment for the unit? (See "Traits of a Constructivist Driver")
- do the Content Objectives reflect the objectives and outcomes of each curricular area involved in the unit? Are these outcomes that students must master by the end of the unit?
- is the Instructional Outline a chronological, step-by-step description of how the unit was carried through by the teacher and the students? Does it include mention of the activities done by the students?
- does the Teacher Reflection indicate what successes occurred throughout the unit? What improvements should be made in the unit and "why"? Include ideas for "the next time"?
- do the Teacher Artifacts listed include tangible items that were created by the teacher for this unit (rubrics, plans, worksheets, etc.)?
- does the Student Reflection indicate how (a) student/s in the class reacted to the unit and is it student written?
- do the Student Artifacts listed include tangible items that were created by the student(s) for this unit (rubrics, plans, worksheets, etc.)?
- are Internet Resources listed by URL's (web addresses)?
- do Standard Resources list such materials as books, magazines, posters, etc. (non-computer resources)?
- does the Partnership section include information on what museums' materials were utilized or what help was provided by local partnerships such as the CD staff, your principal, the community, other teachers, the city, etc.?
- have appropriate District Outcomes been selected? (See your local site coordinator for a list of these for your district)
- have you reread your unit plan, revised and edited, making sure all grammar, punctuation, and spelling errors are taken care of?

The Unit Plan: A Constructivist Road Map

Use this map to guide you as you embark on your Constructivist Journey!

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Getting Started: Preparing For Your Journey

Step One - The Abstract (Why are we taking this trip?)

Establish the purpose of your "trip" (unit). Write it out in one to two sentences, summarizing the purpose of the unit. Refer to your course objectives, outcomes, etc., to help you establish, "What do I want my students to be able to do or to learn as a result of this unit?" DO NOT INCLUDE INSTRUCTIONAL ACTIVITIES in your abstract. Effective units are built around course outcomes and objectives, NOT ACTIVITIES!

Begin your abstract, "The purpose of this unit is for students to . . . "

Step Two - The Unit Concept or "The Big Idea" (Your Vehicle)

The unit concept is the vehicle that will "drive" your unit. When designing curriculum, constructivist "drivers" organize information around holistic concepts rather than curriculum topics.

These concepts ask students to look at the curriculum from a broader viewpoint -- from the "whole" rather than the "part". This will result in broad problems for the learner to explore and in more opportunities for interdisciplinary connections to be made. Also, the facts that go along with the study of a topic become more relevant when students explore concepts.

For example, a unit concept for a social studies teacher whose students will be investigating wars throughout history might be "Conflicts" or "Conflict Resolution".

Step Three - The Big Question (the route)

Once the unit concept is established, a constructivist teacher should present the students with one "Big Question" which the students will use as their "route" to explore the unit concept. This question should be designed so that the students can investigate the concept in depth while they are searching for answers.

For example, the Big Question for the unit concept of "Conflicts" might be "How do the methods of conflict resolution that have been used over the years to solve the world's problems relate to the resolution of your own life's conflicts?"

Traits of A Constructivist "Driver"

As you drive the vehicle (the Unit Concept) down your chosen route (the Big Question), keep in mind these 12 characteristics of an effective constructivist motorist!

1) . . . encourage and accept student autonomy and initiative.

2) . . . use raw data and primary sources, along with manipulative, interactive, and physical needs.

3) . . . use cognitive terminology such as "classify", "analyze", "predict", and "create" when framing tasks.

4) . . . allow student responses to drive lessons, shift instructional strategies, and alter content.

5) . . .inquire about students' understandings of concepts before sharing your own understandings of these concepts.

6) . . .encourage students to engage in dialogue, both with the teacher and with one another.

7) . . .encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of one another.

8) . . .seek elaboration of students' initial responses.

9) . . .engage students in experiences that might engender contradictions to their initial hypothesis and then encourage discussion.

10) . . .allow wait time after posing questions.

11) . . .provide time for students to construct relationships and metaphors.

12). . .nurture students' natural curiosity through frequent use of the learning

The Importance of Using the Correct Fuel

Two important ingredients are needed to fuel your "vehicle" (unit concept). They are
1) **The Content Objectives and**
2) **The Teacher Objectives.**

The Content Objectives

Content objectives should reflect the objectives and outcomes of each curricular area involved in the unit. These are the outcomes that you want your students to master by the end of the unit.

DO NOT INCLUDE ACTIVITIES that you want your students to do to reach these objectives!

Only list the objectives. They should all begin with the words, "The student will . . ."

For example, a content objective for the social studies teacher whose unit concept is "Conflict" might be, "The student will demonstrate knowledge of the causes of the Revolutionary War, the Civil War, and World Wars I and II."

Content objectives are needed for any curricular area that is involved in "fueling" your unit.

The Teacher Objectives

Teacher objectives are the objectives that the constructivist teacher has set for himself/herself in preparing the classroom environment for the unit. As a constructivist teacher, you, also, are growing and learning new behaviors and teaching strategies.

The "Traits of the Constructivist Driver" lists a dozen objectives and behaviors for a constructivist teacher. Use these to assist you in setting these objectives.

For example, a teacher objective for the social studies teacher whose unit concept is "Conflict" might be, "The teacher will create opportunities for students to elaborate on their responses to teacher questions."

Without content objectives and teacher objectives fueling your vehicle, you and your students will not be able to travel very far on your route!

Oh, The Places You'll Go!: A Picture of The Journey

The picture of your journey will be **the instructional outline**. The instructional outline should be a chronological, step-by-step description of how the unit was carried out by the teachers and the students. This is the section in which student activities will be listed!

The instructional outline should be detailed enough so that a teacher visiting your unit on the web site will be able to duplicate your unit in his/her classroom from your directions. Please be thorough in detailing all of the steps of your journey.

The instructional outline will be like the "slides" you show of your "trip" when you return home!

STUDENT / TEACHER ARTIFACTS

Just like on a real trip, when you return from your journey you have souvenirs of your trip. At the end of your unit, you will also have collected artifacts from the "trip".

But unlike after a real journey, you will have an audience who is VERY interested in hearing about your journey: other teachers and the UNO evaluation team!

An **artifact** can be either a student product or a teacher product that came about as a result of the work done in a unit.

Student artifacts might be (to name a few):

- technology products
- artwork
- a piece of writing
- a reflection
- a photo / video tape

Teacher artifacts might be (to name a few):

- a reflection
- technology products
- rubrics
- videos
- the unit plan
- lists of resources / images / URL's
- photos

The list of artifacts is only as long as your imagination . . . and your trip!

What Made This Trip Successful?: Teacher and Student Reflections

Don't forget to have both yourself and your students keep a journal of the trip!

In this journal, you can log what made the journey successful and what you would've liked to have changed about the trip. It is important that BOTH the teacher and the students take part in this reflection as both parties "see" the trip from different perspectives.

The **Teacher Reflection** and the **Student Reflection** sections of the unit plan form are for this journaling. It is encouraged that this journaling be done while engaged in the journey itself AND after the journey is over.

REMEMBER, THE CONSTRUCTIVIST TRAVELER ASSESSES STUDENT LEARNING IN THE CONTEXT OF TEACHING WHILE ALSO ADAPTING CURRICULUM, so this reflection process can be very valuable.

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Maps, Travel Books, and Advice from Friends: Resources That Make The Trip Smoother

As any traveler will tell you, the maps, travel books, and advice from friends that you collected while on your trip are invaluable!

And as a teacher, you, also, collected valuable resources as you and your students journeyed through the unit.

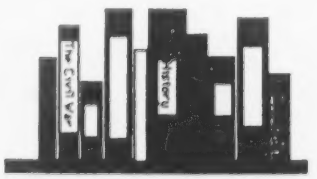
Be sure to keep track of these resources. There are several areas in which to list these resources on the unit plan web form: **Internet Resources, Standard Resources, and Partnerships.**

Internet Resources
List any web sites (including URL's) that you found helpful in teaching the unit or that your students found helpful in solving the Big Question.

Standard Resources
List any non-Internet resources, such as books, videos, music, etc. that were utilized.

Partnerships
List any information on what museums' materials you utilized or any other help you received from local partnerships, such as the CD staff, your principal, community, other teachers, the city, etc.

Remember,
The Trip Is Smoother
With a Little Help From Our Friends!



Abstract

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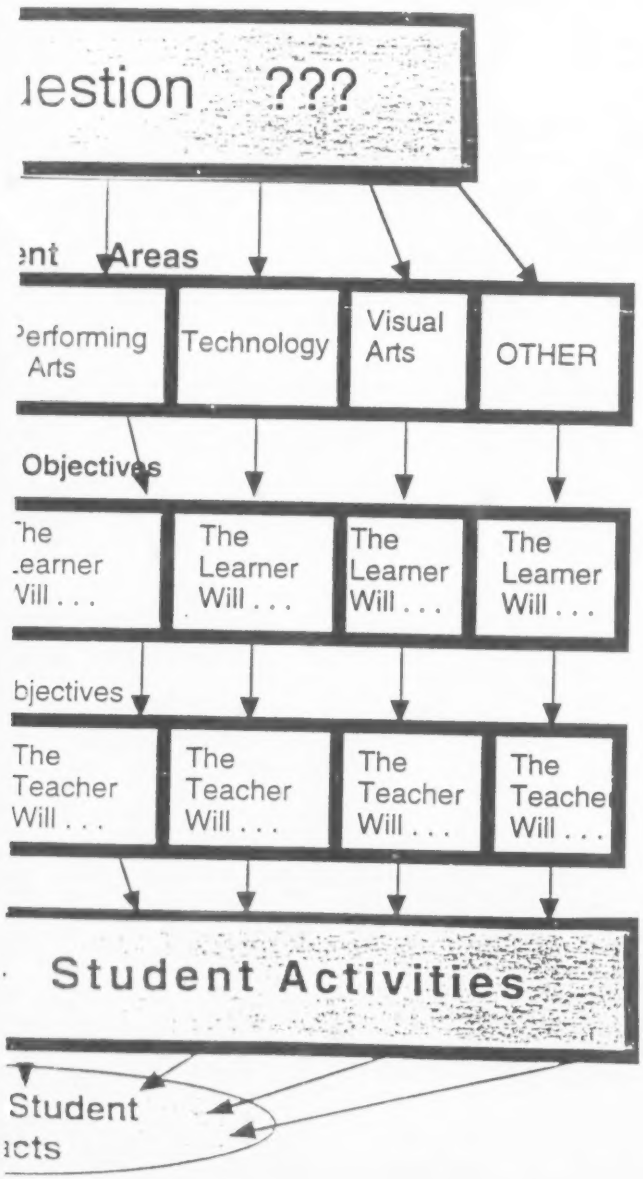

Constructivist Classroom

1. Curriculum is presented whole to part with emphasis on big concepts.
2. Pursuit of student questions is highly valued.
3. Curricular activities rely heavily on primary sources of data and manipulative materials.
4. Students are viewed as thinkers with emerging theories about the world.
5. Teachers generally behave in an interactive manner, mediating the environment for the students.
6. Teachers seek the students' points of view in order to understand students' present conceptions for use in later lessons.
7. Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.
8. Students work primarily in groups.

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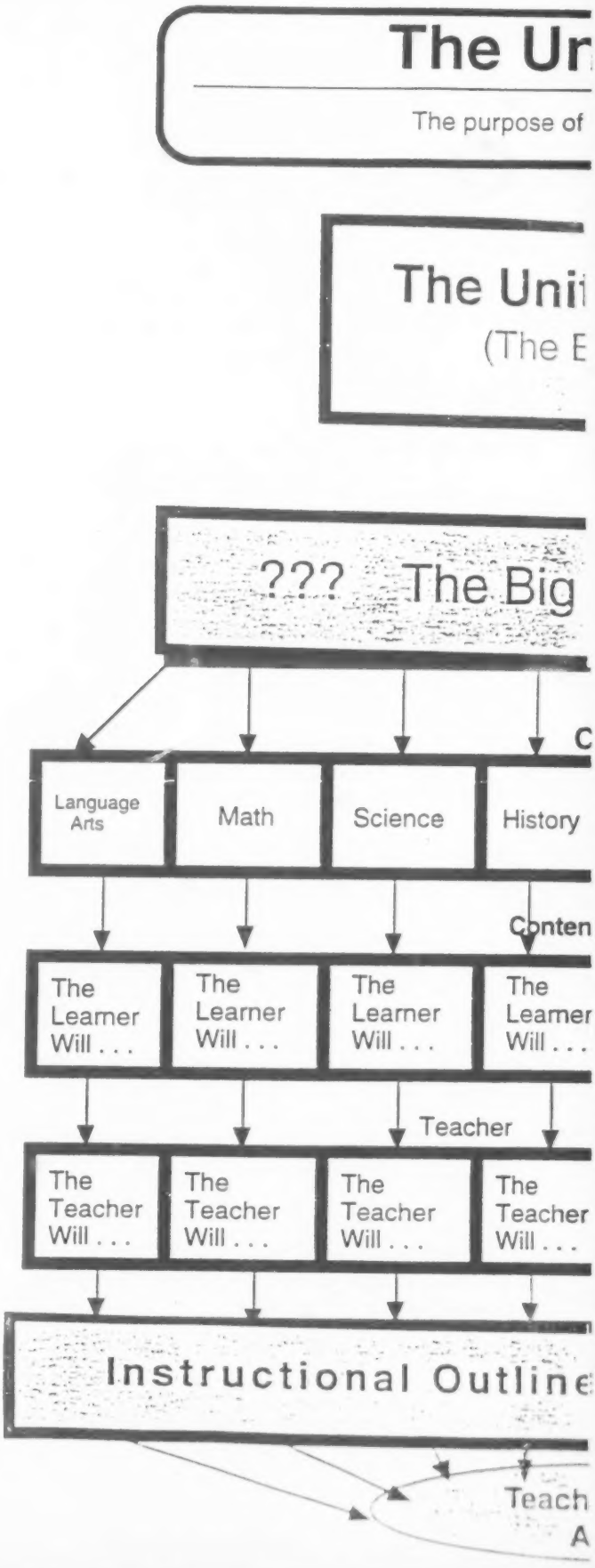
"Non-Constructivist" Classrooms

1. Curriculum is presented part to whole, with emphasis on basic skills.
2. Strict adherence to fixed curriculum is highly valued.
3. Curricular activities rely heavily on textbooks and workbooks.
4. Students are viewed as "blank slates" onto which information is etched by the teacher.
5. Teachers generally behave in a didactic manner, disseminating information to students.
6. Teachers seek the correct answer to validate student learning.
7. Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.
8. Students primarily work alone.



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Appendix I:

ACTV Plans and Press Release

TENTATIVE PLANS FOR USE OF ACTV'S *eSchool Online*

Community Discovered and three Nebraska school districts, Westside, Grand Island and Lexington signed an agreement to license ***eSchool Online*** from ACTV Net, Inc, the education division of ACTV, Inc. Under the agreement, teachers will use the ***eSchool Online*** service to create more educationally relevant and organized usage of the vast educational resources of the Web by marrying these resources to educational video.

eShool Online, will allow students to watch or interact with educational video programming in the classroom while simultaneously interacting with related World wide Web material automatically sent to the computers via a new Web Push service. ***eSchool Online*** represents a new virtual classroom application that combines the best educational video with both discovery-based and collaborative Web-based learning models.

In the first year of this project, while plans are still being finalized, we are looking at piloting a few units to be either developed or converted from existing curricula and placed in the ***eSchool*** format. Participants and CD staff will work together to identify appropriate units and websites. In addition, as the CD project is expanded, we anticipate this will be a very valuable tool to use for staff development. Since not all participating teachers are able to attend each staff development session, due to classroom conflicts or the unavailability of substitute teachers, ***eSchool*** will allow CD to offer the presentations in a real life format.

eSchool Online, will enable educators to effectively use appropriate Internet technologies and World Wide Web content for constructivist teaching and learning. This service will also be used to stimulate discussion among a statewide and national network of educators to support to development and implementation of appropriate learning strategies integrating technology and arts with other subject areas.

ACTV, Inc. **NEWS RELEASE**

FOR IMMEDIATE RELEASE

CONTACT: Mike Rosen
Bratskeir & Company
(for ACTV)
212-679-2233

ACTV NET RELEASES VERSION 2.0 OF *eSCHOOL ONLINE*™

Virtual Community Software Capitalizes on Rapid Growth of Internet for Education; ACTV, Inc. Chairman & CEO Discusses Importance Of Internet Business

NEW YORK, NY, June 1, 1998 -- ACTV Net, the internet division of ACTV, Inc. (NASDAQ: IATV) today unveiled version 2.0 of *eSchool Online*™ for the burgeoning K-12 education market. The new version of the Java-based software suite increases control of the interactive learning environment for both students and instructors, and greatly expands student assessment and reporting features.

"With the release of *eSchool Online 2.0*, ACTV's internet business moves to a new plateau," said William Samuels, Chairman and Chief Executive Officer, ACTV, Inc. "Our innovations in making the Internet a useful, effective resource for education will play an important role in the long-term growth of our company and the entire online learning industry." Samuels' comments were made while updating an audience of institutional investors about ACTV's Internet and entertainment businesses at the Neidiger/Tucker/Bruner Institutional Small Cap Conference in New York City.

eSchool Online creates a virtual learning community by combining relevant Web material -- organized and automatically delivered to student desktops – with moderated chat, and other media such as educational video, streamed audio, and video conferencing, in one simple interface. Educational content can be customized and updated to meet the individual needs of instructors. The eSchool content creation applet allows instructors to easily integrate into their curriculum the most current information published on the Web and automate its delivery to all student desktops through an easy-to-use interface.

(more)

1270 Avenue of the Americas, Suite 2401, Rockefeller Center, New York, NY 10020
tel (212) 262-2570 *fax* (212) 459-9548 *e-mail* info@actv.com

eSchool Online has been specifically designed for the online learning industry, which is exploding. Estimates are that approximately 80 percent of public schools in the United States have Internet access, up from approximately 30 percent one year ago. There are more than 100,000 public schools, more than three million teachers, and 55 million students in the K-12 market. Industry experts predict the total online learning market may reach three billion dollars by the year 2000. Based on this potential, the online learning industry has attracted the attention of well-known financial players, including Michael Milken, Larry Ellison and Paul Allen.

"The online education market is expanding with incredible speed, and we're at the forefront of the industry," said Bruce Crowley, President, ACTV Net. "As schools across the country become connected to the Web, educators recognize the need for an application that can organize this mass of random content into a compelling educational experience, and that's exactly what *eSchool Online* accomplishes."

Crowley's comments echo those made last week by Louis V. Gerstner, IBM's chairman and chief executive officer, while speaking to an audience at Harvard University's International Conference on Internet and Society. According to the Associated Press, Gerstner said that computers must be integrated into a school's curriculum and that having a computer on every child's desk is not going to improve the overall quality of schooling unless the machines are put into an educational context.

Working within the framework of a school's existing curriculum, *eSchool Online 2.0* provides easy-to-use, state-of-the-art programming to enhance the educational experience. New features include:

- **Breakthrough chat functionality designed especially for education.**
  The instructor has more in-depth control of live online sessions -- controlling the students' ability to chat and send web pages. Instructors can even "silence" individual students.

- **User-friendly control of Web content.**
  A clock and VCR-like controls of Web content (fast forward, rewind, pause) give students greater control of on-demand programs.

- **Moderated chat as an instructor mode.**
  For the first time on the Internet, the same instructor software for managing live events can switch back-and-forth from moderated chat to un-moderated chat. This means the same interface can be used for any class size – from one student to hundreds of students.

(more)

- **Elaborate new database functionality.**
  Instructors can grade students, review or edit past class chats, design and print reports, even upload and download files.

- **A Java-based whiteboard designed specifically for education.**
  Instructors can "call up" an individual student to the whiteboard (like a chalkboard), or enable any number of students to write or draw together. Then, the instructor can save the work for future review.

Anyone equipped with a Java-enabled browser, Internet access, and a video source can receive e*School Online* programming. eSchool programming can be provided in real time or on-demand. *eSchool Online's* software suite is comprised of instructor, student and guest user applets, an authoring applet, and database assessment software.

Based in New York, ACTV, Inc. creates state-of-the-art programming, driven by cutting edge technology, for the emerging Internet and digital television platforms. ACTV Net and ACTV Entertainment are divisions of ACTV, Inc. The company's Web site can be found at http://www.actv.com.

# # #

ACTV, Inc. **NEWS RELEASE**

FOR IMMEDIATE RELEASE

Several Nebraska School Districts, Nebraska's Community Discovered Project and ACTV Net To Develop New Online Instructional and Staff Development Applications Marrying Video with the Web

New York/Nebraska, September 8, 1997 - Three Nebraska School districts in cooperation with The Community Discovered, an educational technology project designed to provide students across Nebraska with better access to the arts through technology, announced today an agreement to license *eSchool Online* from ACTV Net, Inc., the education division of ACTV, Inc. (Nasdaq:IATV). Under this agreement, teachers will use the *eSchool Online* service to create more educationally relevant and organized usage of the vast educational resources of the Web by marrying these resources to educational video.

With *eSchool Online*, students will be able to watch or interact with educational video programming in the classroom while simultaneously interacting with related World Wide Web material automatically sent to their computers via a new Web push service. *eSchool Online* represents a new virtual classroom application that combines the best educational video with both discovery-based and collaborative Web-based learning models.

The Community Discovered is a five-year project that links technology and the arts with other subject areas to transform the education of K-12 students. The focus of this project is to develop constructivist curriculum models of engaged student learning using technology and the resources of the Internet. Conducted by Westside Community Schools in Omaha, Nebraska, The Community Discovered project builds upon and extends the impact of the Art and Technology Integration (ATI) Project, conducted by Westside and the Grand Island Public Schools. The ATI project received a two-year grant from the Excellence in Education Council, funded by Nebraska state lottery proceeds.

Superintendent of Westside School District, Dr. Ken Bird said: "This partnership will help students and teachers in Grand Island, Lexington and Westside Community Schools achieve better and more meaningful access to the extensive and complex resources offered through the World Wide Web. We are excited at the opportunity to develop quality and cost effective means of developing and sharing curriculum content through *eSchool Online*."

1270 Avenue of the Americas, Suite 2401, Rockefeller Center, New York, NY 10020
tel (212) 262-2570 *fax* (212) 459-9548 *e-mail* info@actv.com

The Director of the Community Discovered Project, Dr. Kathy Coufal, added, "Through *eSchool Online*, the goals of the Community Discovered will be advanced in four important ways: 1) by providing access to the arts for a broader audience of students and teachers; 2) by promoting the centrality of the arts across the curriculum for kindergarten through 12th grade; 3) by using technology to advance the development of constructivist educational environments; and 4) to create an expanded community of learners by connecting students, teachers, and artists across the global network".

This *eSchool Online* application will enable educators to effectively use appropriate Internet technologies and World Wide Web content for constructivist teaching and learning. Secondly, the *eSchool Online* service will be used to stimulate discussion among a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other subject areas.

The *eSchool Online* programming developed under this agreement will be accessible to students and teachers throughout Nebraska provided they have an Internet connection, a Java-enabled Web browser, and a video source such as a TV.

"We are excited to be a part of a very successful project that brings together leaders from the arts, sciences and technology" said Bruce J. Crowley, President of ACTV Net, Inc. "*eSchool Online* makes the Internet a more useful tool for teachers and curriculum specialists, because it marries educational video to the Web thereby giving Web material some context. Secondly, teachers can mediate the learning experience through *eSchool* CHAT. We feel that this application will serve as a model of how distributed learning can work effectively in the classroom and connect the classroom with the home."

Based in New York City, ACTV, Inc. enhances the power and quality of the television viewing experience by offering both live and prerecorded individualized entertainment and educational programming.

###

CONTACT: Stu Ginsburg
Bender, Goldman & Helper
(212) 371-0798
sginsburg@bghny.com

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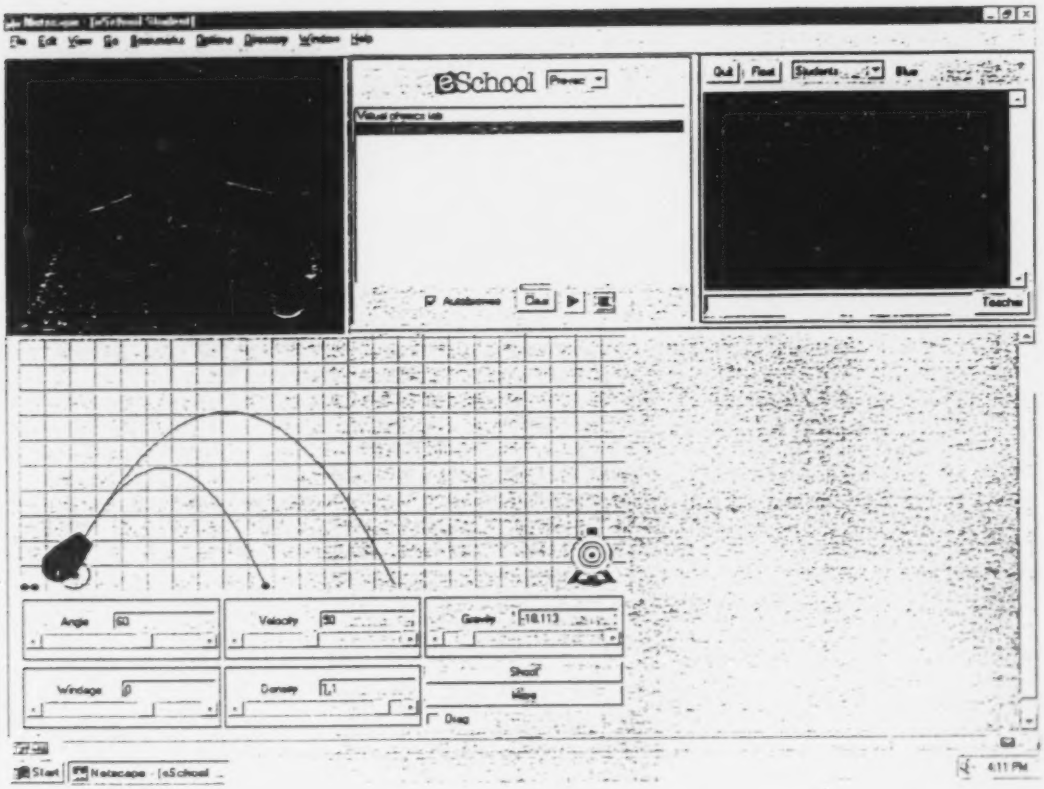

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Appendix J:

Project Calendar of Events

1998

Date	Start	End	Title	Category
1/7/98	4:00 PM	7:00 PM	Creating Online Curriculum With Claris HomePage	Community Discovered Events
1/22/98	9:30 AM	3:30 PM	Midwinter Splash	Community Discovered Events
2/12/98	9:00 AM	3:00 PM	Latino SIG Meeting	Community Discovered Events
3/17/98	8:00 AM	3:00 PM	Site Coordinators' Meeting	Community Discovered Events
3/17/98	4:00 PM	8:00 PM	"Wee Bit of Blarney" - WCS work time	Community Discovered Events
3/18/98			LPS Work Time	Community Discovered Events
3/18/98	4:00 PM	5:00 PM	WCS Newbies "Let's Touch Base" Meeting	Community Discovered Events
3/24/98	12:00 PM	1:00 PM	WCS COF Meeting	Community Discovered Events
4/1/98			Due Date for Unit Submission	Community Discovered Events
4/2/98			Annual Meeting Site Visits	Community Discovered Events
4/3/98			CD Annual Meeting	Community Discovered Events
4/20/98			Lexington Street Fair	Community Discovered Events
4/22/98	4:00 PM	5:00 PM	WCS "Let's Touch Base" Meeting	Community Discovered Events
4/23/98			NETA Conference	Community Discovered Events
4/23/98	10:15 AM	11:15 AM	CD Teachers & Students present at NETA	Community Discovered Events
4/24/98			NETA Conference	Community Discovered Events
4/29/98	4:00 PM	6:00 PM	WCS Newbie Tech Training @ CEC	Community Discovered Events
5/1/98	9:00 AM	4:00 PM	Staff Development	Community Discovered Events
5/5/98			OPS Street Fair @ 7:30	Community Discovered Events
5/8/98			Site Coordinators Mtg/Kearney	Community Discovered Events
5/12/98	4:00 PM	6:00 PM	Winnebago Street Fair	Community Discovered Events
5/18/98			WCS Street Fair	Community Discovered Events
5/20/98	4:00 PM	5:00 PM	WCS "Let's Touch Base" Meeting	Community Discovered Events
5/28/98			Nebraska City Orientation	Community Discovered Events
6/1/98			WCS & Winnebago Newbie Orientation at CEC	Community Discovered Events
6/2/98			Grand Island & Lexington Newbie Orientation in Kearney	Community Discovered Events
6/8/98			OPS Newbie Orientation at NWHS	Community Discovered Events
6/14/98			Prairie Visions Summer Institute	Community Discovered Events
6/15/98			Prairie Visions Summer Institute	Community Discovered Events
6/16/98			Prairie Visions Summer Institute	Community Discovered Events
6/17/98			Prairie Visions Summer Institute	Community Discovered Events
6/18/98			Prairie Visions Summer Institute	Community Discovered Events
6/19/98			Prairie Visions Summer Institute	Community Discovered Events
6/20/98			NMAA	Community Discovered Events
6/21/98			NMAA	Community Discovered Events
6/22/98			NMAA	Community Discovered Events
6/23/98			NMAA	Community Discovered Events
6/24/98			NMAA	Community Discovered Events
6/25/98			NMAA	Community Discovered Events

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1998

Date	Start	End	Title	Category
6/26/98			NMAA	Community Discovered Events
7/14/98			CD Adv. Summer Training	Community Discovered Events
7/15/98			CD Adv. Summer Training	Community Discovered Events
7/16/98			CD Adv. Summer Training	Community Discovered Events
7/20/98			COX workshop	Community Discovered Events
7/21/98			COX workshop	Community Discovered Events
7/22/98			COX workshop	Community Discovered Events
7/23/98			COX workshop	Community Discovered Events
7/27/98			COX workshop	Community Discovered Events
7/28/98			COX workshop	Community Discovered Events
7/29/98			COX workshop	Community Discovered Events
7/30/98			COX workshop	Community Discovered Events
8/1/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/2/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/3/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/4/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/5/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/6/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/7/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/8/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/9/98			DH-in Fla NOVA training	A-CEC-Heise, Donalyn
8/14/98	6:45 AM	8:00 AM	Meet w/ John - G. Cafe, Rockbrook	A-CEC-Hansen, Dennis
8/20/98	8:00 PM	10:30 PM	"Chicago" - Music Hall	A-CEC-Hansen, Dennis
8/25/98	1:00 PM	2:00 PM	Meet w/ Fran, Reb. - ABC	A-CEC-Hansen, Dennis
8/26/98	4:00 PM	4:45 PM	Meet w/ Ken - ABC	A-CEC-Hansen, Dennis
8/28/98	8:00 AM	5:00 PM	Meet w/ Museums-CEC	A-CEC-Hansen, Dennis
9/2/98	9:45 AM	2:00 PM	Golf @ Knolls	A-CEC-Hansen, Dennis
9/9/98	2:00 PM	3:30 PM	Meet w/ John - CEC	A-CEC-Hansen, Dennis
9/10/98	12:20 AM	1:20 AM	airport-pickup Woody	A-CEC-Heise, Donalyn
9/10/98	8:00 AM	9:30 AM	Meet w/ Jill R. - ABC	A-CEC-Hansen, Dennis
9/10/98	4:00 PM	6:00 PM	Judi Harris facilitators training	A-CEC-CD Staff
9/11/98			Prof. Development - Telecommunications	Community Discovered Events
9/11/98			Judi Harris - tentative date	A-CEC-Macklem, Janet
9/12/98			Prof. Development - Telecommunications	Community Discovered Events
9/12/98			Judi Harris - tentative date	A-CEC-Macklem, Janet
9/16/98	12:00 AM	1:30 AM	Joslyn membership kickoff	A-CEC-Heise, Donalyn
9/16/98	9:30 AM	4:00 PM	CD-Meet w/Linda - NC	A-CEC-Hansen, Dennis
9/16/98	11:30 AM	2:30 PM	Joslyn Mtg	A-CEC-Heise, Donalyn
9/16/98	3:15 PM	5:15 PM	Paddock mtg	A-CEC-Heise, Donalyn
9/17/98	7:00 AM	5:00 PM	SENEU Conference	A-CEC-Heise, Donalyn
9/17/98	7:30 AM	9:00 AM	Child. Museum Mtg.	A-CEC-Hansen, Dennis
9/18/98	9:00 AM	11:00 AM	Sally Calhoun classroom	A-CEC-Macklem, Janet
9/18/98	11:00 AM	1:00 PM	Mtg W/Mike Timms	A-CEC-Heise, Donalyn
9/18/98	11:30 AM	1:15 PM	Meet w/ Allan - Taco Bell!	A-CEC-Hansen, Dennis
9/18/98	1:30 PM	4:30 PM	tech team mtg	A-CEC-Heise, Donalyn
9/22/98	8:00 AM	4:30 PM	ESU3	A-CEC-Macklem, Janet
9/22/98	8:00 AM	4:30 PM	ESU3	A-CEC-deFrey, Colette
9/23/98	8:00 AM	9:00 AM	Conf. Call	A-CEC-Hansen, Dennis
9/23/98	12:00 PM	1:30 PM	Assessment Luncheon	A-CEC-CD Staff
9/24/98	9:00 AM	3:00 PM	Virtual conf plan	A-CEC-CD Staff
9/24/98	1:00 PM	2:15 PM	Meet on MultiCult. Puppets - ABC	A-CEC-Hansen, Dennis
9/25/98	8:30 AM	12:30 PM	Colette - Hillside	A-CEC-deFrey, Colette
9/25/98	11:00 AM	1:00 PM	Janet/WMS	A-CEC-Macklem, Janet

1998

Date	Start	End	Title	Category
9/28/98			NebSat Conference	A-CEC-CD Staff
9/29/98			NebSat Conference	A-CEC-CD Staff
9/29/98	1:30 PM	4:00 PM	Meet w/Sue,Coleen - GI	A-CEC-Hansen, Dennis
9/29/98	4:00 PM	6:00 PM	Northwest HS	A-CEC-CD Staff
9/30/98			CD Unit Plan Mtg - Neb. City	A-CEC-Hansen, Dennis
9/30/98	4:00 PM	7:00 PM	Nebr City	A-CEC-CD Staff
10/1/98			Cancelled - Staff Development	Community Discovered Events
10/1/98	9:00 AM	3:00 PM	Virtual Conference mtg	A-CEC-CD Staff
10/2/98			Site Cord. Mtg. - Lincoln	A-CEC-Hansen, Dennis
10/2/98	1:30 PM	4:30 PM	Tech team mth	A-CEC-Heise, Donalyn
10/9/98			NATA Fall confernece	A-CEC-CD Staff
10/9/98	5:30 PM	7:30 PM	NATA Reception	A-CEC-CD Staff
10/10/98			NATA Fall confernece	A-CEC-CD Staff
10/10/98	8:00 AM	5:00 PM	NATA Workshop	A-CEC-CD Staff
10/11/98			DH - ITEC	A-CEC-Heise, Donalyn
10/12/98			DH - ITEC	A-CEC-Heise, Donalyn
10/12/98	8:00 AM	4:00 PM	Janet - Westside-OPS	A-CEC-Macklem, Janet
10/12/98	3:45 PM	4:30 PM	Prairie Lane	A-CEC-Macklem, Janet
10/12/98	4:30 PM	5:30 PM	CD & NMAA	A-CEC-Macklem, Janet
10/13/98			DH - ITEC	A-CEC-Heise, Donalyn
10/13/98			CD Unit Plan Mtg - Win.	A-CEC-Hansen, Dennis
10/13/98	12:00 PM	6:00 PM	Janet/Colette Winnebago	A-CEC-Macklem, Janet
10/14/98	4:00 AM	5:00 AM	Let's Touch Base	A-CEC-CD Staff
10/14/98	12:00 PM	1:30 PM	Luncheon	A-CEC-CD Staff
10/15/98	8:00 AM	4:00 PM	Westside-OPS	A-CEC-Macklem, Janet
10/15/98	8:15 AM	1:30 PM	CD & NMAA	A-CEC-Macklem, Janet
10/15/98	9:00 AM	3:30 PM	Joslyn w/First graders	A-CEC-CD Staff
10/15/98	4:30 PM	5:30 PM	D.H. to G. I.	A-CEC-Heise, Donalyn
10/16/98			DH - NOVA	A-CEC-Heise, Donalyn
10/16/98	1:30 PM	4:30 PM	tech team mtg	A-CEC-Clark, Erik
10/16/98	3:00 PM	4:00 PM	Meet w/ Fran - ABC	A-CEC-Hansen, Dennis
10/16/98	4:30 PM	5:30 PM	D.H. from G.I.	A-CEC-Heise, Donalyn
10/17/98			DH - NOVA	A-CEC-Heise, Donalyn
10/18/98			DH - NOVA	A-CEC-Heise, Donalyn
10/18/98	8:00 AM	5:00 PM	ASCD Conference	A-CEC-CD Staff
10/19/98			DH - NOVA	A-CEC-Heise, Donalyn
10/20/98			DH - NOVA	A-CEC-Heise, Donalyn
10/22/98	12:00 PM	4:00 PM	D.H. to Northwest	A-CEC-Heise, Donalyn
10/23/98	9:30 AM	2:00 PM	NAC	A-CEC-Heise, Donalyn
10/23/98	12:30 PM	5:00 PM	R.A. E.C.D.H. mtg	A-CEC-Abdouch, Ron
10/26/98	11:30 AM	5:00 PM	Janet - 1/2 Release	A-CEC-Macklem, Janet
10/27/98	3:45 PM	5:45 PM	Pr Lane-Mentors	A-CEC-Macklem, Janet
10/28/98			DH - TEL.ED	A-CEC-Heise, Donalyn
10/28/98	3:00 PM	4:00 PM	Janet Comp Day	A-CEC-Macklem, Janet
10/29/98			DH - TEL.ED	A-CEC-Heise, Donalyn
10/29/98	8:00 AM	4:00 PM	I-CAN conf Holiday Inn	A-CEC-Macklem, Janet
10/30/98			DH - TEL.ED	A-CEC-Heise, Donalyn
10/30/98	8:00 AM	1:00 PM	1/2 day mentor nw teacher release	A-CEC-Macklem, Janet
10/31/98			DH - TEL.ED	A-CEC-Heise, Donalyn
11/1/98	8:00 AM	5:00 PM	D.H. Tel-Ed	A-CEC-Heise, Donalyn
11/2/98	7:00 AM	5:00 PM	Ron to GI	A-CEC-Abdouch, Ron
11/2/98	8:00 AM	9:00 PM	D.H. Tel-Ed	A-CEC-Heise, Donalyn
11/2/98	8:00 AM	2:00 PM	Meet w/CD teachers - Winnebago	A-CEC-Hansen, Dennis
11/2/98	8:00 PM	9:00 PM	Collette Winn	A-CEC-deFrey, Colette

1998

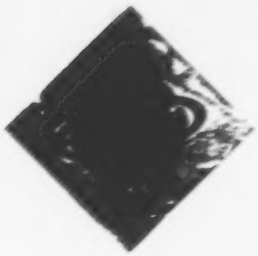
Date	Start	End	Title	Category
11/3/98	8:00 AM	8:00 PM	ELECTION DAY	A-CEC-Abdouch, Ron
11/4/98	9:30 AM	10:30 AM	Ron & Steve w Kathy Schwartz	A-CEC-Abdouch, Ron
11/4/98	10:00 AM	12:00 PM	Joslyn	A-CEC-deFrey, Colette
11/4/98	12:00 PM	4:00 PM	Colette Platteview	A-CEC-deFrey, Colette
11/4/98	1:00 PM	6:00 PM	NEBR. CITY D.H.	A-CEC-Heise, Donalyn
11/4/98	1:00 PM	4:00 PM	Meet w/CD teachers - Nebr. City	A-CEC-Hansen, Dennis
11/5/98	3:20 PM	5:00 PM	Idu @Alt school	A-CEC-deFrey, Colette
11/6/98	1:30 PM	3:30 PM	Donna Sorensen/Swanson	A-CEC-deFrey, Colette
11/9/98	8:00 AM	8:00 PM	D.H. to Lex	A-CEC-Heise, Donalyn
11/9/98	8:00 AM	9:00 AM	Colette - Hillside	A-CEC-deFrey, Colette
11/9/98	3:00 PM	4:00 PM	JANET COMP DAY	A-CEC-Macklem, Janet
11/10/98	9:30 AM	10:30 AM	C.D.@ABC	A-CEC-deFrey, Colette
11/10/98	10:30 AM	11:30 AM	Michelle Graham/Swanson	A-CEC-deFrey, Colette
11/11/98	12:00 AM	1:30 PM	J.M. @ ABC	A-CEC-Macklem, Janet
11/11/98	7:45 AM	4:45 PM	J.M. to Rockbrook	A-CEC-Macklem, Janet
11/11/98	9:00 AM	10:00 AM	J.M. TouchBase	A-CEC-Macklem, Janet
11/11/98	2:30 PM	3:30 PM	J.M. Swanson	A-CEC-Macklem, Janet
11/11/98	3:00 PM	4:00 PM	R.A. & D.H. to OPS	A-CEC-Abdouch, Ron
11/12/98	6:00 AM	7:00 PM		A-CEC-deFrey, Colette
11/12/98	3:45 PM	4:45 PM	J.M. Swanson w/L. Zimmerman	A-CEC-Macklem, Janet
11/13/98	8:00 AM	3:30 PM	JANET ADD Mtg.	A-CEC-Macklem, Janet
11/13/98	8:00 AM	3:30 PM	Colette ADD Mtg	A-CEC-deFrey, Colette
11/13/98	2:00 PM	4:00 PM	D.H.@H.S. MTG.	A-CEC-Heise, Donalyn
11/17/98	1:00 PM	3:00 PM	meet w/Neal G.	A-CEC-CD Staff
11/18/98	8:30 AM	1:00 PM	D.H. w/Lisa S.	A-CEC-Heise, Donalyn
11/18/98	9:00 AM	10:00 AM	J.M. Swanson (IDU)	A-CEC-Macklem, Janet
11/18/98	12:00 PM	12:55 PM	J.M. @WMS Idu	A-CEC-Macklem, Janet
11/18/98	1:00 PM	4:00 PM	J.M.@ABC	A-CEC-Macklem, Janet
11/18/98	1:00 PM	4:00 PM	Colette Outcomes mtg	A-CEC-deFrey, Colette
11/19/98	7:30 AM	3:00 PM	Meet w/ Steve Black	A-CEC-Hansen, Dennis
11/19/98	12:00 PM	3:00 PM	J.M.@Hillside	A-CEC-Macklem, Janet
11/19/98	3:20 PM	5:00 PM	J.M.@WAS	A-CEC-Macklem, Janet
11/19/98	4:00 PM	5:15 PM	J.M.@CEC	A-CEC-Macklem, Janet
11/23/98	9:00 AM	12:00 PM	one-on-one staff meetings	A-CEC-CD Staff
11/24/98	7:45 AM	5:00 PM	J.M.@Metro S. Campus,Retirement Mtg.	A-CEC-Macklem, Janet
11/26/98	12:00 PM	1:00 PM	THANKSGIVING	A-CEC-CD Staff
11/27/98	3:00 PM	4:00 PM	OFFICE CLOSED	A-CEC-Abdouch, Ron
11/30/98	9:30 AM	10:30 AM	J.M.@WMS	A-CEC-Macklem, Janet
12/3/98			CD Staff Dev. Day- CEC	A-CEC-Hansen, Dennis
12/3/98	9:00 AM	10:00 AM	Staff Development	A-CEC-Macklem, Janet
12/4/98	1:30 PM	4:30 PM	tech team mtg	A-CEC-Heise, Donalyn
12/7/98			Site Cord. Mtg. - G.I.	A-CEC-Hansen, Dennis
12/7/98	6:00 AM	7:00 AM	Site Coordinators Mtg. G.I.	A-CEC-deFrey, Colette
12/7/98	3:30 PM	7:00 PM	Unit Plan Mtg G.I.	A-CEC-deFrey, Colette
12/9/98	1:30 PM	4:00 PM	Outcomes Mtg @ ABC	A-CEC-deFrey, Colette
12/9/98	3:00 PM	4:00 PM	Ron in Washington,DC	A-CEC-Abdouch, Ron
12/10/98	3:00 PM	4:00 PM	ASCD Conference Phoenix	A-CEC-CD Staff
12/10/98	3:00 PM	4:00 PM	Ron in Washington,DC	A-CEC-Abdouch, Ron
12/11/98	3:00 PM	4:00 PM	ASCD Conference Phoenix	A-CEC-CD Staff
12/11/98	3:00 PM	4:00 PM	Ron in Washington,DC	A-CEC-Abdouch, Ron

1998

Date	Start	End	Title	Category
12/14/98	4:00 PM	5:00 PM	VACATION	A-CEC-deFrey, Colette
12/15/98	4:00 PM	5:00 PM	VACATION	A-CEC-deFrey, Colette
12/16/98	4:00 PM	5:00 PM	VACATION	A-CEC-deFrey, Colette
12/17/98	4:00 PM	5:00 PM	VACATION	A-CEC-deFrey, Colette
12/18/98	1:30 PM	4:30 PM	tech team mtg	A-CEC-Heise, Donalyn
12/18/98	4:00 PM	5:00 PM	VACATION	A-CEC-deFrey, Colette
12/19/98	4:00 PM	5:00 PM	VACATION	A-CEC-deFrey, Colette
12/20/98	4:00 PM	5:00 PM	VACATION	A-CEC-deFrey, Colette
12/24/98	12:00 PM	1:00 PM	CHRISTMAS EVE	A-CEC-CD Staff
12/24/98	3:00 PM	4:00 PM	CHRISTMAS EVE OFFICE CLOSED	A-CEC-Abdouch, Ron
12/25/98	12:00 PM	1:00 PM	CHRISTMAS	A-CEC-CD Staff
12/25/98	3:00 PM	4:00 PM	CHRISTMAS	A-CEC-Abdouch, Ron
12/31/98	7:00 AM	12:00 PM	NEW YEAR'S EVE	A-CEC-CD Staff
12/31/98	3:00 PM	4:00 PM	NEW YEAR'S EVE OFFICE CLOSED	A-CEC-Abdouch, Ron

Appendix K:

Virtual Student Conference Information



THE COMMUNITY DISCOVERED

The Search for Meaning Through the Integration of Art & Technology in K12 Education

Western Canada Art Education Centre — 3554 West 10th Avenue — Vancouver, British Columbia V6R 2G5

Date: October 15, 1998

To: Community Discovered Participant

From: Donalyn Heise
Art & Technology Coordinator

Subject: **ConferNet 99**

The Community Discovered/ConferNet 99: Discovering Our Community Through Posters has come to life. September and October meetings have laid the groundwork for this exciting project, which engages the K-12 learner.

A **ConferNet** is:

- An interactive structured meeting
- Not limited to geographic boundaries
- Focused on a prescribed theme, purpose, and outcome

A **ConferNet** will:

- Bring students, ideas, and resources together
- Use innovative technologies
- Promote interaction, reflection, creativity, and evaluation

The **ConferNet** mission statement is:

The Virtual Conference will be an electronic forum for learners to explore how works of art reflect and celebrate human experience.

This innovative idea supports the mission statement of The Community Discovered project.

To prepare students to become lifelong learners, creative problem solvers, and successful communicators who are prepared to live and work in today's technological society

A workshop focusing on Introduction to Posters is set in each district to inform participants of how posters can link to unit plans and develop into a project for the **ConferNet 99**. John F. Kennedy stated, "One person can make a difference and every person should try". Each person making a difference can make a team successful.

Ingenuity + Courage + Work = Miracles
Bob Richards, Olympic Champion

FAX 402 590 8525

PHONE 402 590 8522

The Community Discovered ConferNet 99

Participation Plan Form Guidelines

Things to think about when planning to participate in the ConferNet 99 Virtual Conference:

This conference is FOR Students. Let it be as student-centered as possible.

Have students brainstorm ideas for participating in the virtual conference.

There are various levels of participation. For instance:

Students may: create an online exhibit of student created posters
participate in an "Ask A Docent" online session
engage in online discussion with experts and peers
interview others
publish research findings
view the keynote address
be the student keynote address!
publish student writing

Design your own Internet Project to share globally!

Why would I want to do this????

To provide students with opportunities to interact, evaluate, create and reflect.

To address different learning styles in students.

To use new emerging technologies that enable students access to otherwise inaccessible information.

For students to communicate with local and national experts.

For students to explore art as a communications tool, as a means of recording and celebrating historical events, and reflecting societal concerns.

To better prepare students for the work place by providing experience in using new media technologies while engaging in problem solving and team work.

To pilot distance education using Internet technology.

To provide visibility of successful innovative educational practices.

To showcase student acheivement.

BEST COPY AVAILABLE

The Community Discovered ConferNet 99
Participation Plan Form

Who We Are!

Name of contact person: Clotile Boudreaux
School: Bayou Middle School
Class: 6th grade Social Studies
Email: cajungeek@bayoucountry.org
Phone: 504-390-8334

What We Want to Do!

Describe your plan for participating in the ConferNet 99 Virtual Conference.

We will be focusing on the big idea of Perspectives and would like to explore how posters reflect perspectives in our community. Students will research a controversial issue in the community and create a poster to encourage others to consider a different perspective.

We Need!

The resources we need to accomplish our goals are: (ex. docent online, chat forum, web space, assistance in uploading images...)

Please schedule an online chat with a docent on tuesday March 2 in the afternoon.
Could a tech person be present during the chat for troubleshooting
We need assistance in digitizing posters.

Where we want our web pages to reside:

- ☐ CD Server
- ☐ District server
- ☒ School server
- ☐ I have no idea, please contact me!

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When We Want to Do This!

When will each activity occur?
Introduction to posters week of March 1
Docent chat - March 2
Create posters week of March 15
Upload poster to web by end of March

Return this form by: Dec. 16, 1998!

For more information:
contact Donalyn Heise 390-8334, dheise@esu3.esu3.k12.ne.us

Return to: Donalyn Heise, Westside CEC, 3534 S. 108th St. Omaha, NE 68144

The Community Discovered ConferNet 99
Participation Plan Form

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Class:
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Appendix L:

Blue Ribbon Panel Results

CD Blue Ribbon Panel Meeting

July 24, 1998

Assisting New Participants

Present:
Neal Grandgenett, Rich Cupich, Sue Arkfeld, Betty Foster, Beth Dwyer, Carl Clark, John Carlson

Background

At the request of the Community Discovered project director, the evaluation team facilitated a one day focus group meeting on the topic of using experienced participants to assist new participants in the coming year. This "Blue Ribbon Panel" was composed of participants who had made earlier suggestions on the topic, or who now agreed to commit a day to further thinking on the topic. The main purpose of this panel was to provide general recommendations to the project staff, who would then determine if individual recommendations were feasible for implementation.

Question for Panel Discussion

How might more experienced participants assist new participants during the coming year?

Discussion Process

In order to facilitate the brainstorming process, the panel dialogue was focused into a three phase discussion. Phase 1 involved the identification of "challenges" which are facing the project in the area of new participant activities. Phase 2 involved the identification of "solutions," which in essence were good ideas that the project might build upon in the evolution of new participant activities. Finally, Phase 3 involved the formulation of individual recommendations for project staff consideration.

Challenges (Phase 1)

In brainstorming the challenges which face new participants, the following were identified:

1. There is difficulty at times in finding CD resources for particular applications.
2. There can be fragmented expertise of support, since no individual can do everything.
3. Paperwork in the project can be substantial.
4. Project goals are fairly extensive and can be individually challenging.
5. It can be difficult to use constructivism in teaching or in a traditional workshop format.
6. Time constraints often face individual teachers.
7. Technical support and equipment delay can exist at an individual site.

8. Participant expectations can at times be unclear, related to lesson plans, personal and professional growth plans, partner work, computer knowledge, and constructivist learning.
9. More school district and state involvement may be needed for supporting individual participants.
10. It may be important for new participants to be aware of special funds or funding opportunities.
11. Knowing the job description for coordinators can be a problem for new participants. What is it they are supposed to do?
12. New participants are confronted with platform issues, such as Macs or PCs at an individual site.
13. Human resources for participants may be unclear. The human resources available, with a list of expertise that they have, may need to be made available to participants in list form.
14. The listserv for participants may need to be redefined, since they are hesitant to ask for help from a large group of unknown people.
15. The new participants may be unable to get the help they need from an individual site coordinator. Could coordinators stay in one area or work in one area of expertise?

Solutions (Phase 2)

In brainstorming good ideas that the project might draw upon, the following ideas were shared with the group:

1. Strive for organized, practical, and hands-on workshops. A menu of presentation options? Draw upon participants as experts when possible.
2. Draw upon student expertise when possible, perhaps in joint training activities.
3. Encourage site coordinators to examine input carefully and respond quickly to new participants.
4. Have every CD person list what they have worked on and are currently involved in developing.
5. Hold a CD focused grant writing workshop.
6. Encourage the school building computer experts to work more closely with CD participants.
7. Have computer representatives at a building assist in teaching technology classes.
8. Examine the potential to better connect with Prairie Visions in their periodic activities.
9. Consider the sharing of well-done lesson plans with all participants.
10. Consider the redefinition of the listserv to be more problem solving oriented.
11. Explore the possibility of mini-conferences for new participants and experienced participants.
12. Restructure the two week summer training to be more flexible.
13. Reinforce that an in-depth modeling experience is critical in workshops for new participants.

14. Consider an enhanced connection with art clubs.
15. Consider traveling lesson shows by participants.
16. Consider mentor assignments for individual new participants.
17. Consider a skill level self check upon entry into the program by new participants.
18. Encourage new participants to set their own self training goals and figure out how to meet them after a self evaluation.
19. Consider an enhanced use of phone conferencing for new participants.

Recommendations (Phase 3)

Upon an open dialogue facilitated by Phases 1 and 2, the group sought to provide specific recommendations to the project staff which might take advantage of the expertise of experienced participants in the support of new participants in the Community Discovered project. The specific recommendations consisted of the following and were combined into 10 individual suggestions:

1. Establish a web page of human resources available within the project. Considerable expertise exists within the many participants, site coordinators, and partners now working on the project. A web page identifying the expertise available from each potential human resource would be very useful to new participants as well as more experienced participants.
2. Make Site Coordinator job descriptions clearer to new participants, as well as all participants within the project. It would help new participants to draw more effectively upon site coordinators as a resource, if their job descriptions were more clearly established and reinforced at a local site. In particular, group and on-site planning needs to help reinforce the process for project communication strategies, unit development support strategies, modeling strategies, and ongoing site based focus within the project.
3. Evolve into more options for summer inservice activities, to permit a more individualized summer training process. As the project membership grows, so does the variability of the expertise and training needs for individual participants, especially new participants. A "menu approach" to summer inservice may permit more flexibility to the individual participants. Some participants may desire or need more training within a single area, such as provided by Prairie Visions. However, the menu approach would need to be structured to ensure that each participant had at least some essential training in each focus area (art, technology, constructivism, interdisciplinary teaching), and selections may need to be considered or approved by the site coordinator. External, but excellent training opportunities, such as the Cox Multimedia Academy, might be better tapped in this way as well.
4. Provide a grant writing workshop. Many new participants, as well as experienced ones, would like to expand upon their ideas but need

additional funding. A Community Discovered Grant Writing Workshop might help participants identify opportunities for funding and extending their individual efforts.

5. Redefine the listserv process to be more focused on problem solving. As the membership in the project grows, new participants are less willing to ask for help on a large e-mail scale basis. The main listserv may need to evolve into announcement facilitator, with smaller group e-mail addresses (perhaps off a web page) for requesting help on individual questions (technology, art, museums, etc.). Participants could then share their preferred answer to their problem as a listserv announcement, retaining the use of the listserv for project communication.
6. Enhance the project efforts in using local expertise related to support of participant efforts and endorsers at a particular site. Each site should develop a resource or mentor list (or web page) that might be drawn upon by that site. In particular, such resources as local clubs, artists, and professionals residing within an area might be more fully tapped to support new participants.
7. Promote model lessons more substantially within the project, perhaps by a traveling "lesson show." New participants often learn best by observing a model lesson already created by an experienced participants. By promoting the success of this end product for the project, new participants may also achieve an enhanced vision for their own project related objectives.
8. Provide an "executive summary" or "critical checklist" related to the project activities for the coming year. Although the project handbook is an excellent, and valuable resource, it may be overwhelming to new participants. A single checklist of critical deadlines and outcomes expected by participants would be a valuable document for all participants, and decrease the "paperwork overload" some project participants may feel. The checklist could also be web based and link to particular templates to complete for each deadline.
9. Assign a "mentor" to new participants as well as have them select a "partner." The best "mentor" or "adviser" for a new participant may actually exist at a different site, and may be different than a partner that they select. If an experienced mentor was assigned by the project, they might e-mail the mentor occasionally to touch base, discuss project related ideas, or simply seek advice.
10. In some workshops, evolve toward less general topic workshops, into more focused, administrative support activities reflecting specific CD goals. As the CD project continues to grow, and the variety of training options increases, it will be important for the limited CD contact time in workshops to focus directly on CD goals, and especially with new participants. For example, a CD workshop might result in a tentative participant unit outline at the end of the day, or a tentative growth plan, etc. New participants will then be more clearly focused on CD goals after each training session.

October 15, 1998

Dear CD Blue Ribbon Panel Participant:

I must first apologize for taking so long to get back to you with the disposition of your recommendations regarding **Assisting New Participants**.

However, I thought it was important to share your thoughts, not only with the CD staff but with each of our Site Coordinators. I was finally able to do so at our meeting on October 2, 1998.

I am pleased to report to you that each of your recommendations met with acceptance and approval. I would like to outline our discussion. I have attached a copy of your recommendations so that you may easily refer to them.

Recommendation #1--This recommendation was combined with #6 and #9 and we are now in the process of developing a questionnaire to accomplish this. Once the information has been assembled we will place the information on our website so that expertise can be shared.

Recommendation #2--This recommendation was combined with #8. Such a check list is already available in your CD notebook section called "Project Overview." We would ask that you take a look at this section and make copies if necessary. If you do not feel the information is adequate, please let me know what additional information you may need.

Recommendation #3--We will work toward this goal and see great value in this. We will be asking participants, especially those participants who were in the first group about their needs as well. We will make every effort to accommodate as many needs as possible.

Recommendation #4--We are making arrangements to do this now. We are contacting some experts in the field and will be planning some workshops for you to attend.

Recommendation #5--We feel that this needs to be investigated further and I will keep you posted as this develops.

Recommendation #7--We will begin this practice on a regular basis beginning December 3 at our professional development workshop and try to provide this on an ongoing basis.

Recommendation #10--We will make every effort to make sure we address all 4 areas of the grant end each session with progress toward a finished product.

I thank you again for your assistance in this effort and we will do everything possible to move forward as quickly as possible with your recommendations. I look forward to working with you in the future and please know you are appreciated.

Sincerely,

Ronald Abdouch, Director

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Appendix M:

Sample Community Discovered Newsletter

The Community Discovered

VISION

Winter 1998

The Search for Meaning Through the Integration of Art and Technology in K-12 Education

Museum News page 3

School News page 4

Tech Talk page 7

URLs page 7

Looking Ahead page 8

The Community Discovered Unites Students and Teachers

Through The Community Discovered project, students and teachers learn together.

They embrace technology and the arts, while realizing the satisfaction that the learning process was a team effort.

"This project allows teachers and students to be lifelong learners," said Ron Abdouch, project director. "Advancement of technology is occurring at such a rapid pace. Students need to know how and where to find information necessary to advance in the everyday world. We plan to help them."

The Community Discovered is a five-year project that links technology and the arts with other subject areas to transform K-12 education. Its focus is to develop constructivist curriculum models of engaged student learning using technology and the resources of the Internet.

At the core of the project is education reform using the constructivist theory in which students are encouraged to construct deep understandings of important concepts through interaction, reflection and research.

"Simply put, The Community Discovered uses technology to provide students and their teachers with access to information from throughout the world," said Dr. Ken Bird, project founder and superintendent of the Westside Community Schools. "This access enhances learning."

See GOALS Page 6

Talking Can Lead to Action

A little conversation can go a long ways.

One conversation led to another, followed by more discussion until The Community Discovered was born.

Dr. Ken Bird recalled a discussion he had with a former superintendent of schools in Washington D.C.

"We talked about their resources in Washington, these national treasures. We talked about how students in Nebraska could have access to them," said Dr. Bird, superintendent of Westside Community Schools in Omaha.

Dr. Bird had a similar discussion with Nebraska Sen. J. Robert Kerrey. "We wanted to find ways to provide people in Nebraska with access to those resources."

Sen. Kerrey later sponsored a workshop focused on technology. While at dinner one evening during the workshop, Dr. Bird, Sen. Kerrey and Dr. Elizabeth Broun, director of the National Museum of American Art in Washington D.C., discussed

See ACTION Page 6

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Greetings from Sen. J. Robert Kerrey

Dear Friends:

It is an honor and great pleasure to greet you in this first edition of the *Vision*. I want to congratulate The Community Discovered for continuing to make great strides toward integrating technology into education curricula to provide richer learning experiences for Nebraska students.

I am especially proud to be an Advisory Board Co-Chair of this project because it is a great example of the rewards of strong partnerships — which are the key to ensuring that our young people get the best education possible.

At its foundation, The Community Discovered is a partnership between technology and the arts — two disciplines not often mentioned in the same sentence. But the success of this project is testimony that technology enriches the learning experience in all subject areas. Not only does it put a wealth of knowledge at a student's fingertips — it also gets students excited about learning.

The Community Discovered is also a partnership between the federal government and Nebraska's educators. Through a Technology Innovation Challenge Grant, it enables students and teachers to defy the constraints of time, distance and personal finances to gain access to the arts on both a state and national level. When eighth-graders sitting in a classroom at Westside can access resources at the Sheldon Memorial Art Gallery in Lincoln or the Smithsonian Museum of American Art in Washington, they acquire a broader understanding of the cultural richness of our society. And they do so without a burdensome cost to their families, the community or the school.

Finally, it is strong partnerships at the local level that make The Community Discovered work. The project is a partnership between public schools — Westside, Grand Island, Lexington, Omaha and Winnebago — and is also a partnership between the public and private sectors, involving schools, museums, the arts community, businesses and many other types of organizations. This kind of across-the-board collaboration holds the key to future positive education reforms. And while it is an investment of time and resources, it is a worthwhile investment with an excellent yield.

I look forward to continuing to work with all of you to help The Community Discovered and similar innovative programs expand the learning horizons of Nebraska's students.

Greeting from Dr. Elizabeth Broun

Dear Friends:

The Community Discovered is a lab for the development of new education practices. Nebraska is the national leader in bringing together education theories and electronic technologies to create classroom experiences that encourage every student.

The National Museum of American Art is proud to be a partner in this forward-thinking initiative. At the Smithsonian, we're committed to sharing our collections and expertise with students across America because we believe that one of the best ways to know ourselves and our history is through art. We think the "Nebraska model" is the best in the country for using art as a key way of approaching every discipline.

The Community Discovered Vision

The Vision is published quarterly for educators, community leaders, government officials and parents impacted by The Community Discovered. Permission is hereby granted to reproduce any article in this publication.

Send comments and address changes to:
The Community Discovered
3534 South 108th Street
Omaha, NE 68144-4999.

Ronald G. Abdouch, Project Director
Lenka Knowski, Editorial Assistant

•1998—Issue No. 1•

My visits to Nebraska schools have shown me the tremendous potential of merging art and technology in classrooms. The content of art and the tools of technology are a powerful combination. It helps students who are new to English — or new to reading — participate without shyness. It makes abstract concepts visible and brings the resources of the outside world to the desktop. It lets students control their pace of learning and encourages them to pursue personal interests independently.

Sen. Bob Kerrey's leadership in establishing The Community Discovered and project director Ron Abdouch's excellent supervision are just two reasons that this program is a model for schools nationwide. The rest lies in the dedication of the teachers, students and parents who have solved problems and kept momentum going. Our schools are our best hope for the future and The Community Discovered gives us our best picture of how that future will unfold.

Partners in Progress

MONA

By Sue Reiber, Coordinator
The Museum of Nebraska Art

The Museum of Nebraska Art's Educational Department is helping to create a video about Grant Reynard and his paintings. The video, which targets fourth-grade and lower elementary students, is being created by Sue Reiber, museum coordinator, and a Lexington teacher using the Avid Cinema program.

Preliminary steps also have been taken to preserve the Haitian art exhibition, shown at the museum in October, on video for educational use. This project will be an excellent resource for teachers working with Latino art.

Another technology project under way is linking the museum collection with literature selections in the Grand Island Middle School curriculum.

Sheldon

By Karen Janovy
Curator of Education,
Sheldon Memorial Art Gallery
and Sculpture Garden

In mid-November, Stuart Wheat, Sheldon's museum education technology specialist, presented information about the gallery's web site to the newly formed Sheldon Advisory Board. According to Director George Neubert, the presentation was a highlight of the meeting. The staff continues to be delighted with the traffic the web site is attracting, but, more importantly, with the opportunities students and teachers have as a result of the images and accompanying materials available.

Dave Barrett, a museum studies graduate student, has been working to prepare interpretive data on more than 20 of Sheldon's most frequently sought images, with particular emphasis on a representative sampling of Nebraska's ethnic heritage. The copy should be finished after the New Year.

Joslyn

By Margaret Proskovec
Assistant Curator of Education

The sculpture "Little Dancer Aged Fourteen" by Edgar Degas is one of the most significant — and favorite — works of art at the Joslyn Art Museum.

Through May 3, the Little Dancer will be featured in an exhibition that brings together 54 other works by Degas from museums and collections from around the world. Visitors to Joslyn can see original Degas drawings, paintings, lithographs and sculptures.

A resource kit for teachers is available through the Joslyn Education Department. The kit includes 14 slides from the exhibition, along with historical information about Degas, his contributions to the world of art and the subject of the work, Marie van Goethem. The kit includes suggestions for classroom activities and discussion questions for students of various ages, as well as a bibliography of reading resources and websites about Degas.

NMAA

By Sherwood Dowling
Project Director

Many people at the National Museum of American Art are "behind the scenes" participants in The Community Discovered. Thornton "Thorny" Staples, NMAA's chief of the museum's Office of Information Technology, has devoted time and attention to the project since his arrival.

NMAA's initial web site reflected the dominant paradigm of the museum — the exhibition. However, the initial evaluation of The Community Discovered's progenitor, the Art and Technology Integration Project, indicated that participants were having difficulty "accessing relevant images due to the lack of an appropriate search mechanism for available images."

Under Staples' supervision, the NMAA has initiated a complete redesign of its web site using the needs of the museum's educational constituents as a major consideration. Dr. Neal Grandgenett led a focus group process involving 54 Community Discovered participants.

NMAA's redesigned web site will incorporate search and information retrieval tools that are consistent with the educators' approach to curriculum design.

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The URLs for these museums can be found on page 7.

Constructivi

OPS

By Steve Bross,
Site Coordinator
Omaha Public Schools

Several teachers involved with The Community Discovered are well on their way to laying the groundwork for a spring production at the Dundee Dinner Theater of "Picotte Story, the Life of a Native American Doctor."

Northwest teacher Mary Wall helps students PaShunce Davis and Teresa Sweet create costumes.

Mary Wall, a longtime consultant and costumer for the Northwest Drama Department, has booked a trip to the Joslyn to research costumes for the spring production. She is prepping her students via basic research in the school library and on the Internet, and is arranging to visit one of the busiest and best costume departments in the region: the Omaha Community Playhouse.

Denise Arnold, a Community Discovered participant, took her French students to the Joslyn with researchers from the Drama Department. They were interested in looking at the lifestyles of those plains Native Americans.

Arnold, who has long been interested in this subject, attended a gathering in Walthill, Neb., of the Omaha Tribe. She took pictures, conducted interviews and made initial contact with tribal members.

Visual arts teacher Janet Spring and her partner Roger Ortmeier, an English teacher, are researching the Omaha and Sioux tribes in preparation for the production and their own showings.

Lexington

By Colleen Bowker
Site Coordinator
Lexington Public Schools

After viewing an abstract painting — "In Fibonacci: Red Field" — sixth-grade students investigated mathematical proportions of the Fibonacci sequence to make strip widths after spatter-painting two contrasting backgrounds. They called the result: "In Fibonacci: Black Field." Deb Harkless led the project.

Students are using trees to learn about dimensions, shadows and the effects of light on living things. Students, under the direction of Harkless, estimated the height of their assigned trees using a clinometer.

In connection with the class' study of shadows, students measured the length of their trees' shadows at noon each month, and charted the results on graphs.

Students attempted to identify the effect of light and shadows on living things and in art. They

Grand Island

Sue Rasmussen,
Site Coordinator
Grand Island Public Schools

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Students in Betty Desaire's fifth-grade class at Seedling Mile Elementary will learn how things fit together when they study tessellations and the work of M.C. Escher. They will learn the terminology of architecture, become aware of the historical significance of architecture in different parts of the world and problem-solve in creating their own piece of architecture using cardboard boxes. Students will access the Internet for research purposes and learn how to save images from the Internet to a disk.

Third-grade students from five schools will be studying how their community evolved during the past 125 years.

Students from each classroom — Kathy Thompsen and Marie Meyers' classrooms at Gates Elementary, Colette Sorensen's class at Shoemaker Elementary, Becky Junker's class at Seedling Mile and Christy Hewitt's class at Lincoln Elementary — will create one panel depicting a portion of Grand Island's history.

Community

Winnebago

By Rhonda Heise
Site Coordinator
Winnebago Public Schools

created two versions of chalk trees: one that artistically represents each student's assigned tree during the summer; and one imaginary tree in any season.

Students, after enjoying the educational trunk focusing on impressionism from the Joslyn Art Museum, tried their hand at impressionistic painting. They used acrylics and other tools to produce thick brush-stroke effects. One sixth-grade class focused on a scene or landscape, while the other focused on their assigned tree. The exercise was led by Harkless and Diana Underwood.

Students also experimented with watercolors and salt, plastic, glue and rubber cement techniques, which were demonstrated by Julia Noyes during The Community Discovered professional development session at Sheldon Memorial Art Gallery.

Students in LaRita Stewart's class have a greater appreciation for architecture since they completed their architecture study. They learned new terms that are used with architecture. They worked in groups and had to demonstrate a new term to the class. Each student built his or her own piece of architecture. The class plans to turn the project into a slide show.

Tina Rickett's first-grade students, through use of books, CD-ROM and the Internet, studied the life of artist Vincent Van Gogh. With the information they gathered, they created a book about Van Gogh's life. Students especially enjoyed the counting book made with Van Gogh's paintings, which they colored themselves.

Jean Knapp's creative clothing and design class went on a field trip to a quilt shop where star quilts are made. As part of the "Quality Star Quilt" unit, they used the Internet to learn about the tradition of the star quilt and researched quilts as an art form. After creating a star quilt color design, students cut and sewed the star quilt strips. When the quilts are finished, the students will share them and the Winnebago star quilt tradition with the kindergarten class.

Making recycled jack-o-lanterns can be a fun project. Tiffany Heese's fourth-grade students read an article about recycled art and, with the help of their parents or guardians, designed their own recycled art. They created jack-o-lanterns from a rug, a sweater, a juice jug and other materials.

Tammy Carson's fifth-grade students soon will do a HyperStudio Stack on the Winnebago culture to share with Jamie Beran's class in Omaha. As part of this unit, students have created art projects from different Native American cultures.

Westside

By Colette de Frey
Site Coordinator
Westside Community Schools

Seven Westside Community Discovered participants and their partners are helping students understand how Nebraska post office murals done in the 1930s can be used in classrooms of the 1990s.

Community Discovered teachers from several sites studied post office murals during a November visit to the Nebraska Historical Society Museum and the Sheldon Memorial Art Gallery and Sculpture Garden. The 12 murals resulted from funding by the Treasury Relief Act Project during the Depression.

Here's a summary of each project:

• Jan Villotta, fourth-grade teacher at Oakdale Elementary, and her partner Brenda Krings, will be integrating the Nebraska murals into a state history unit. They will zero in on how these murals help portray the history of Nebraska.

"Wild Horses by Moonlight" mural in Schuyler.

See WESTSIDE Page 8

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Professional Development Aims To Turn Educators On to Change

By Janet Macklem
Project Supervisor

Karen Janovy addresses teachers at the Sheldon Memorial Art Gallery and Sculpture Garden. She is shown standing in front of "Tom Notebook."

The mission of The Community Discovered is to prepare students to become lifelong learners, creative problem-solvers, and successful communicators who are prepared to live and work in today's technological society.

To support that statement, professional development activities need to focus on the changing role of the teacher. Professional development is essential to keep teachers tuned into current educational reform issues, help them implement innovative changes in education and refine their teaching style.

Participants take part in ongoing professional development activities. Kindergarten through 12th-grade educators participate in an intensive summer institute program conducted by Prairie Visions and the National Museum of American Art.

During the academic year, participants have eight days for professional development. These blocks of time allow participants to incorporate the arts, technology, constructivism and inter-disciplinary teaching utilizing the resources of partner agencies and organizations.

The Community Discovered staff schedules four of the sub-covered days for the participants. The focus of the most recent professional development, held on Jan. 22, consisted of presentations by Daryle Machioca and Faye Powe, National Museum of American Art Public Programs coordinator, titled "Conflict and Consensus."

Storyteller Idu Maduli engaged participants with his tales. The day ended with breakout technology sessions designed by Donalyn Heise. The structure of scheduled days is based on evaluation surveys and input from site coordinators and participants.

➤ ACTION

ways to use technology to bring arts into the classroom.

The project — later to be called The Community Discovered — received initial funding from the Nebraska lottery. The Westside Community Schools, Grand Island Public Schools and the National Museum of American Art were the founding organizations.

Later, funding was secured through a Technology Innovation Challenge Grant from the U.S. Dept. of Education. "We were honored to be among the first 19 in the country to be funded by these challenge grants," Dr. Bird said.

➤ GOALS

The Community Discovered project has five goals:

- To enable students to achieve high academic standards in core subject areas.
- To provide students and educators equity in access to information and museum resources at the state and national levels.
- To enable educators to effectively use appropriate technologies for constructivist teaching and learning.
- To enable educators to implement effective curricula incorporating the arts and technology in core subject areas.
- To create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other core subject areas.

The project currently includes five Nebraska school districts — Westside, Omaha, Grand Island, Winnebago and Lexington.

Consortium partners include three state art museums — the Joslyn Art Museum in Omaha, Neb.; the Sheldon Memorial Art Gallery and Sculpture Garden in Lincoln, Neb.; and the Museum of Nebraska Art in Kearney, Neb. Staff from these museums and The Community Discovered work collaboratively with the National Museum of American Art in Washington D.C., the Getty Education Institute for the Arts in Los Angeles and the Kennedy Center for Performing Arts in Washington D.C.

These museums provide a wealth of assets for educators to access and incorporate into their curricula.

The project staff serve as resources for participants and their partners. The project provides computer and technology support, educational materials and training sessions.

Tech Talk

By Donalyn Heise, Community Discovered Art and Technology Coordinator and Erik Clark, Community Discovered Computer Specialist

Technology Support Key to Program's Success

The overall goal of The Community Discovered is systemic educational reform. As part of this process, project staff recognize that teachers need access to and training in technology in order to adequately prepare themselves and students for the future. Technology is used as a tool to assist teachers and students, whether they are conducting research, accessing resources, engaging in dialogue or developing final products. Tapping into the many opportunities technology provides is paramount to the success of the project.

Technology support is essential. The Community Discovered provides resources and support at participating districts and museums. In addition, each participating district works with its Educational Service Unit and in-house technology support teams to wire classrooms and connect them to the Internet. All participating schools have a hard-wired connection to the Internet in each classroom.

Teachers are taught the skills necessary for using email, navigating the Internet and accessing online resources. Throughout the year, they are exposed to increasingly advanced subjects. Historically, these have included learning how to create web pages, QuickTime Virtual Reality scenes and electronic multimedia presentations. Also taught is the effective use of hardware, such as flatbed scanners and digital cameras. Great effort is made to keep technology accessible and unintimidating.

The grant provides each participating teacher with a Macintosh audiovisual computer. It also tries to ensure that participating teachers have reasonable access to some shared peripherals, such as flatbed scanners, printers and digital cameras. Bundles of software are distributed among participating districts for use and evaluation by teachers. Their recommendations and feedback guide future software purchases.

The CD web site — http://communitydisc.wst.esu3.k12.ne.us/ — is the world's window to the grant. Although online forms and surveys are not available to the public, you can visit the site to get more information about the grant, to view curriculum units developed by teachers and to browse the calendar of professional development offerings.

Go Site Seeing

The Community Discovered
http://communitydisc.wst.esu3.k12.ne.us
The National Museum of American Art
http://www.nmaa.si.edu
Sheldon Memorial Art Gallery and Sculpture Gardens
http://sheldon.unl.edu
The Museum of Nebraska Art
http://monet.unk.edu/mona
Joslyn Art Museum
http://www.joslyn.org

Please share your favorite URLs by sending an email to: dheise@esu3.esu3.k12.ne.us

Report, Web Instrument Are Focus of Eval Team

By Dr. Neal Grandgenett
Community Discovered Evaluation Team

The Evaluation Team of The Community Discovered project is a collaboration of the Office of Internet Studies at the University of Nebraska at Omaha and West Ed Laboratories in San Francisco.

The team is comprised of Neal Grandgenett, Neal Topp, Elliott Ostler, Bob Pawloski and John Carlson, all from UNO, and Joan Peterson and Mike Timms from West Ed.

The Evaluation Team recently has been busy with its latest annual report to the U.S. Department of Education. The project can be proud of the many different sources of information that the team was able to draw upon for use in the report, which included summaries of various surveys, feedback forms, growth plans, focus groups, student and teacher products, videotape analyses, listserv analyses, web data, awards, presentations and various classroom data.

The team also is focusing on the design of a content-based web instrument, which is a prototype for a new instrument process that eventually may be used to help collect teacher inservice and student assessment information. The Community Discovered project is breaking new ground in this endeavor and is leading the way for the other U.S. Dept. of Education challenge grants in using a web-based data collection process.

The evaluators have enjoyed working with various members of the evolving "community," and are grateful for all their input.

➤ WESTSIDE — Murals

• "Community Identity" is the central theme of a unit developed by participants Marla Fries, teacher leader at Sunset Hills, and Barb Otto, third-grade teacher at Rockbrook Elementary. Students ultimately will study how the communities of Sunset Hills and Rockbrook are unique.

• Henrietta Pane, a sixth-grade teacher at Westgate Elementary, and her partner Judy Brown, a fifth-grade teacher at Rockbrook, will use the post office murals as a jumping off point to investigate the concept of "voice" in writing and art.

• At Underwood Hills Elementary, Jacquie Criger and her partner, sixth-grade teacher T.J. Jensen, will be asking their students to use the murals as a starting point into their inquiry of how local, regional, national and world events are affected and reflected in communication.

• Tom Brown, eighth-grade American history teacher at Westside Middle School, will ask his students to investigate, as part of their study of the New Deal, whether they believe the mural project was worthwhile.

• At Westside High School, Bill Hayes, in his 10th-grade world history class, will incorporate the murals into a study unit about the concept of nationalism and how art reflects the important events in a society. Students will create their own "mini" murals, which will portray a scene incorporating five great individuals whose actions led to the creation of Italy or Germany. The murals also will include a series of scenes that depict important milestones that led to independence.

• Also at Westside, Linda Chevalier, ninth-grade writing and speech teacher, is incorporating the murals into her speech class by having students research the murals through the use of the "Learning Through Art" questions. Their final product will be an informative speech on two of the murals. The speeches will include not only a comparison of the two, but also a recommendation of which one should be displayed in the 84th and Center post office.

View the murals on the 1930s Post Office Mural web page at http//communitydisc.wst.esu3.k12.ne.us/html/colette/muralsSIG/

February

27 Site Coordinators Meeting - Sheldon Art Museum & Sculpture Gallery, Lincoln

April

1 Units Due on Web Site

2 Annual Advisory Board Site Visits

3 Annual Advisory Board Meeting and Dinner

20 Lexington CD Expo

May

18 Westside CD Street Fair - CEC

Westside Community Schools
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The Community Discovered

VISION

Spring 1998

The Search for Meaning Through the Integration of Art and Technology in K-12 Education

Museum News page 3

School News pages 4-5

Tech Talk page 6

URLs page 7

Looking Ahead page 8

School District, Art Museum Join Community Discovered Project

The Community Discovered family just got larger. The Nebraska City Public School System in Nebraska City, Neb., and the National Museum of Wildlife Art in Jackson, Wyo., are the latest additions to the grant program.

The program, which seeks to integrate technology and the arts into the classroom using the constructivist learning model, now includes six Nebraska school systems and five museums.

"The Community Discovered project continues to seek new resources for our participating teachers and students to enhance their learning," said Ron Abdouch, Community Discovered director. "We want students and teachers to be able to take advantage of these resources."

Nebraska City Public Schools

Dr. Keith Rohwer, superintendent, said the Nebraska City school district wanted to join The Community Discovered for two reasons: to enhance its use of technology and to further integrate the arts into its curriculum.

The school system includes 1,450 students in grades kindergarten through 12. Linda Engel, technology coordinator and grant writer, will serve as The Community Discovered site coordinator.

Dr. Rohwer said two school buildings already have Internet access. The school district hopes to develop an intranet, which would link all its buildings.

"We're really excited to be a part of this program," Dr. Rohwer said. "The bottom line is providing more opportunities for our students."

National Museum of Wildlife Art

The museum already has begun to develop its web site to enhance its outreach efforts. Through support from The Community Discovered, the museum will be able to consult with program staff, purchase equipment and hire technology consultants, said Ponteir Sackrey, marketing director.

In return, Sackrey said, The Community Discovered will have greater access to the nation's premier public collection of fine art devoted to North American animals. Sackrey will serve as The Community Discovered coordinator for the museum.

"The NMWA staff is committed to working with our teachers and students to provide information beyond just the image, and to help teachers and students interpret each work of art," Abdouch said.

The museum includes paintings, sculpture and photography of North American wildlife, and traveling exhibits.

Communication is a Key to Our Success

Ronald Abdouch

Dear Friends:

Six months have passed since I became project director of The Community Discovered. During that time I have had the opportunity to meet many people, learn a great deal, and work with an experienced staff and dedicated teachers. During those six months, I have listened and learned. I quickly realized how dedicated members of The Community Discovered family are to achieving our goal. I recognize the foundation that is in place and the successes we have had to date. But we must not stop there. We must continue to move ahead. We may make mistakes along the way, but we will continue to learn together.

I have learned that The Community Discovered grant project is extremely complicated. We are asking teachers to dramatically change the way they teach and the way students learn. Perhaps Dr. Elizabeth Broun, executive director of the National Museum of American Art and one of our founders, said it best at our annual meeting. She said, "What you're doing is not education reform, it's education revolution." I will continue to look for innovative ways to support our teachers as they move forward.

Communication between everyone involved in this project will be a major emphasis of my work. If we are successful in sustaining this project beyond the life of the grant — financially and institutionally — we must expand our existing partnerships and develop new ones as well. Together with our museum partners, our school district partners, the CD staff and all our participants, I know we will be successful.

Communication is a two-way street, and I welcome new ideas and suggestions. I look forward to the work ahead in preparing the students of today to become productive, lifelong learners in the society of tomorrow.

The Community Discovered staff will continue to use this newsletter to keep you informed about our latest efforts. We hope it will serve as an impetus for dialogue about education, in general, and The Community Discovered, to be specific. Please don't hesitate to contact our office if you have questions or would like more information.

Participants Receive Challenge to Make Impact

The Community Discovered participants attending the April 3 annual advisory board meeting received a challenge: to make a difference in the lives of students.

Incorporating technology and the arts into classroom curriculum can be exciting, said Dr. Ken Bird, project founder and superintendent of the Westside Community Schools. "But if it's not making a difference in the lives of kids, it's all for naught."

The focus should be on performance and creating higher expectations, he said.

Dr. Bird, along with his counterparts in founding The Community Discovered — U.S. Sen. J. Robert Kerrey and Dr. Elizabeth Broun — applauded the efforts of project participants.

Dr. Broun, executive director of the National Museum of American Art, said she was amazed at what she learned during visits with The Community Discovered teachers. They were invigorated by the project, she added.

"I would say what you're doing is not education reform, it's education revolution."

Sen. Kerrey, speaking to the group by videotape, said The Community Discovered is a successful partnership of local communities, government and school districts. "I'm amazed by your accomplishments."

Highlights of the meeting included updates from museum coordinators, who discussed their institutions' latest offerings on the web and in the museums.

Another highlight of the meeting was presentations by teachers of their curricular units. Among them was a unit by Jean Knapp on "Quality." The project involved the design and construction of star quilts, a tradition of Native Americans. The students learned that quality impacts all aspects of their lives, as illustrated in the construction of the quilts. Each piece must be cut to exact specifications and assembled correctly. Students researched the history and tradition of the quilts, and used mathematics in the design and construction of each work.

The Community Discovered Vision

Ronald G. Abdouch, Project Director

Send comments and address changes to:
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3534 South 108th Street
Omaha, NE 68144-4999.

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•1998—Issue No. 2•

Partners in Progress

MONA

By Sue Reiber
Coordinator
http://monet.unk.edu/mona

The MONA staff and docents always are pleased when The Community Discovered teachers are able to bring their classes to learn at the museum site.

The coming exhibitions at the Museum of Nebraska Art offer many options for The Community Discovered participants to incorporate into their classroom curriculum planning.

A traveling show of Karl Bodmer's prints from the Joslyn will be featured at MONA during June. Don Doll's "Vision Quest," a photographic exhibition of Native Americans, is scheduled May 3 through July 5. Martha Pettigrew, a Nebraska artist often featured in Southwest Art Magazine, will show bronze figurative sculpture from June 29 through Aug. 16.

NMAA

By Sherwood Dowling
Project Director
http://www.nmaa.si.edu

Mike Briggs is the National Museum of American Art's only employee with the title "master."

As NMAA's webmaster, he is responsible for ensuring that content on the museum's website reflects Smithsonian standards for quality and presentation.

Briggs has been a constant, although unseen, contributor to The Community Discovered. He has initiated the integration of "learning pages" into NMAA's virtual exhibitions.

Briggs and Thorny Staples have built a "laboratory" website for NMAA to create applications that are developmental in nature. Materials for The Community Discovered special interest groups can be assembled here without the rigorous review required for content on the museum's homepage. To visit this online learning laboratory, go to http://nmaa-ryder.si.edu:90/internal/NMLE/index.html.

Sheldon

By Karen Janovy
Curator of Education
http://sheldon.unl.edu

The Sheldon staff is delighted with the news that its web site was chosen as "The Reader Internet Pick of the Week No. 1" in the March 12-18 edition of the Lincoln Reader. This is another measure of this project's success. Kudos to our webmaster, Stuart Wheat.

On view through June 14 is "Carol Haerer: The White Paintings" in a "Sheldon Solo" exhibition, which focuses on the art of nationally recognized contemporary artists, particularly those with ties to Nebraska.

Continuing through July 5 is "The Human Factor: Figuration in Contemporary American Art," selected works from the permanent collection that manifest the human figure as valid subject matter.

Judith Shea's sculpture, "Shield," is included in the exhibition, "The Human Factor: Figuration in Contemporary American Art."

Joslyn

By Margaret Proskovec
Assistant Curator of Education
http://www.joslyn.org

The summer months provide a welcome change of pace for teachers — many of whom switch roles and spend time on the "other side of the desk."

Two such opportunities will take place in June: The Prairie Visions Institute, June 14-19, organized through the Nebraska Arts Council; and Picture This, a two-day workshop with storyteller Nancy Duncan, June 26-29 and organized through UNO's College of Continuing Studies.

Prairie Visions is a unique network of educators, school districts, artists, colleges and universities providing nationally recognized staff development opportunities in the visual arts for classroom teachers and art specialists. To learn more, see page 7.

Professional storyteller Nancy Duncan will take participants through a storytelling process for art teachers during the Picture This workshop. They will find, form and polish stories for telling. More information is available through UNO's College of Continuing Studies.

From May 30 through Aug. 16, "On View to the World: Painting at the Trans-Mississippi Exposition, will be on display at the Joslyn. The exposition, similar to a world's fair, was held in Omaha in 1898. A number of significant paintings included in this exposition will be brought back to Omaha from museums throughout the country to celebrate the centenary.

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Winnebago

By Rhonda Heise
Site Coordinator
Winnebago Public Schools

The teachers and students in Winnebago are working hard to get ready for the school's street fair, which is being called "A Stroll Down Community Discovered Lane." On display will be the works students have produced through their endeavors with The Community Discovered.

Jean Knapp's students will showcase the quilts they produced. They created a slide show that documents the steps they took to produce their works of art.

Tammy Carson's class has created a virtual tour of the school with the help of Kurt Zadina from Apple Computers. They will showcase how Jamie Beran's class from Westgate Elementary in Omaha can visit the school without traveling to Winnebago.

LaRita Stewart's class will feature the architecture unit students researched on the Web. Students will display the buildings they created and explain the process with a Claris slide show.

Tiffanny Heese's class dealt with public sculpture and how students relate to it in their lives. Groups of students developed an interest in public sculpture by viewing it on the Web and choosing favorites.

Tiffany Heese's fourth-graders talk with her partner's first-grade class about Jackson Pollock and his works.

Tina Rickett's class has been studying artists Andy Warhol and William H. Johnson. Students tied their unit on transportation to these works.

OPS

By Steve Bross,
Site Coordinator
Omaha Public Schools

Pat Weddle is in the midst of creating "art image electronic storybooks." Students selected an art image from one of the four museums connected to the program. Then, they wrote a story as though they were a part of the image. They created PowerPoint files using a minimum of six slides to tell their stories.

The Northwest High business students also worked on an impromptu storytelling exercise using a randomly selected art image from the museum collections. Students brainstormed storylines for each art image.

Just to show how a story could work, students from Weddle's class were given the opportunity to be actively engaged in Idu Maduli's craft when he demonstrated traditional African storytelling.

Mary Wall and her Community

Grand Island

Sue Rasmussen,
Site Coordinator
Grand Island Public Schools

Students of 12 Grand Island Community Discovered participants enjoyed hosting Idu Maduli two days in March.

During his residency, Maduli was able to share his stories with about 250 Grand Island students in grades one through six. These students learned many lessons through the art of storytelling.

One fifth-grade student commented that he would give up recess if Maduli would just stay a little longer and tell more stories.

Julia Noyes was an artist-in-residence in early April. She worked with first- through fifth-grade students. These students, whose teachers are The Community Discovered participants, studied water color techniques. She worked with about 250 students during her time in Grand Island.

Stacy Herrin, who teaches those who are deaf or hard of hearing at the senior high, hosted a special event that featured her students' study of the Holocaust. The students conducted extensive research on the Holocaust through the Internet, interviews with Holocaust survivors, and research on the poetry and art depicting the Holocaust.

To complete their work on the Holocaust, they compiled their research and made a video using Avid Cinema. The video was a huge success.

Discovered partner, D'Linda Stroope, took clothing classes on a tour of the Omaha Community Playhouse. The tour guide took students throughout the building and explained all of the functions and possible employment opportunities of the performing arts, including construction and costuming.

Janet Spring and her digital art students have made it past the opening-week jitters of turning an often-forgotten computer lab into a digital art studio. Her students designed the logos for the spring play, "Rumors," and now are busy creating self-portraits using the Apple Quicktake 200 camera, PhotoShop, PhotoDeluxe, ClarisWorks and other software packages.

Blake Tippens, a CD partner, and Rich Cupich have been coordinating video shooting during the past six months. They worked with students to edit the hours of tape. They put several minutes of video on the Northwest Homepage under the German Club link.

Westside

By Colette de Frey
Site Coordinator
Westside Community Schools

The Westside district's theme of "A Community United" is being taken seriously by the fourth, fifth and sixth grades at Westgate Elementary School.

Spurred on by sixth-grade teacher and The Community Discovered participant Henrietta Pane, these students have been investigating what makes the Westgate community special. They celebrated that specialness by constructing three banner murals that have been hung in the newly renovated Westgate library.

The style of these murals was inspired by the work of Iowa artist Grant Wood, whose Regionalist style captured the people and land of the Midwest.

Students were led in a study of Wood's work and style by Westgate art teacher Cherri Derr. In partnership with the classroom teachers, Derr had students brainstorm symbols that would represent the Westgate community. The students then drew these symbols and set them in a landscape reflecting Wood's style.

The project then grew in scope as Julia Noyes, a Lincoln muralist, artist and gallery owner, was invited to join the project as an artist-in-residence.

Noyes worked with the students throughout the week of March 16-20. Together, they constructed their banner murals, which are made of multi-colored fabrics. Parent volunteers assisted the project by hemming the banners.

The banner murals were unveiled March 20 during an open house in the school's media center for the entire school and the Westgate community. Noyes attended and assisted the students in presenting their murals to the school and its principal, Jim Otto.

Through this project, Westgate Elementary has proven that by working together, "A Community United" can be created.

Lexington

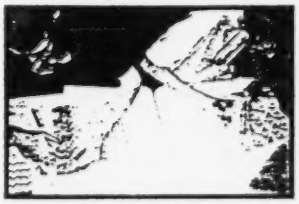
By Colleen Bowker
Site Coordinator
Lexington Public Schools

Students in the Lexington Public Schools are keeping busy with projects that range from working with quilts to creating DNA chains.

Applied geometry students are creating a quilt out of tessellation blocks.

Integrated math science problem-solving students from the "Wild Thing" project, a Toyota Time Grant, made environmental dioramas of the Platte River.

Honors geometry students, in conjunction with the "Nature's Polyhedrons" crystal project, created a tessellation Christmas tree. The students decorated the tree with tessellated polyhedrons using M.C. Escher's art techniques.



Applied geometry students color their tessellation quilt blocks.

Vicki LePorte's high school science students have been studying heredity and how chromosomes are made of DNA. Students cut out molecules that make up DNA and put them together. They tried to figure out the code and the order molecules are to be arranged. Her students were separated into groups and competed to see who could make the longest, correct DNA chain. They hung their chains from the ceiling of the classroom.

Tech Talk

By Donalyn Heise, Community Discovered Art and Technology Coordinator and Erik Clark, Community Discovered Computer Specialist

Project Promotes Effective Use of Technology

It's time to explore how technology fits into the vision of The Community Discovered. Can a good educational system be made even better? What helps to foster the development of higher-order thinking skills and connections between disciplines? What can be done to help students make the transition from rote memorization to knowledge and lifelong learning? These are some of the goals of this grant.

How does technology fit into this vision? Seniors graduating from high school this year have grown up in the computer age. They use calculators in math class and write papers using word processors. They capture their performances on the athletic field using video cameras. They use computers instead of card catalogs. Today's students use CD-ROMs instead of shelves of encyclopedias and experience fast, efficient communication over the Internet. What still seems fairly foreign to most adult learners is just basic technology skills and appropriate strategies for processing the vast information made available through Internet technology.

The program provides computers, software and — perhaps even more important — training. Without training on how to use technology, it becomes little more than expensive, intimidating paperweights.

See TECHNOLOGY Page 8

Evaluation Team Relies on Use of Online Instruments

By Dr. Neal Grandgenett
Community Discovered Evaluation Team

For the next few months, the evaluation team will focus on refining its use of online instruments within the evaluation process for The Community Discovered project. The use of online instruments is somewhat new within the evaluation process, and the evaluation team has had numerous invitations from various national conferences to share online activities being used by the project.

The Community Discovered project often is perceived as leading the way in the use of online instruments, and the University of Nebraska at Omaha and WestEd. Laboratories have worked hard to help make them an integral part of the evaluation process for the project.

Classroom teachers and other partners within an aggressive educational reform project such as The Community Discovered often face busy schedules, and online instruments can provide easy access to a systematic feedback process. Several online instruments are being used to ensure that systematic feedback is received and to build a careful formative evaluation process within the project.

See EVALUATION Page 8

Project Spurs Participants to Create Change

By Janet Macklem
Project Supervisor

The Community Discovered staff has had the privilege this year of experiencing the curiosity and adventure generated by participating teacher and student learners. Henry Adams, a 19th-century historian and author, once said, "A teacher affects eternity; he can never tell where his influence stops."

Teachers have grasped the opportunities through professional development training to broaden themselves as educators and as individuals. These opportunities are the keys to change, which are needed to replace old paradigms. For change to occur, changes in thinking must come first. The Community Discovered is about creating change in the learning process.

This summer, a new group of participants will be welcomed to The Community Discovered project. They will become immersed in the constructivist approach to professional development. Debbie Welch, with the International School Bangkok, developed key constructivist professional development principles. She sees this approach as a spiraling, continuous improvement process. These principles are:

- Design questions and activities when developing goals that access prior knowledge and make it explicit.
- Schedule time for reflection on the content and the process.
- Use a variety of learning

See DEVELOPMENT Page 8

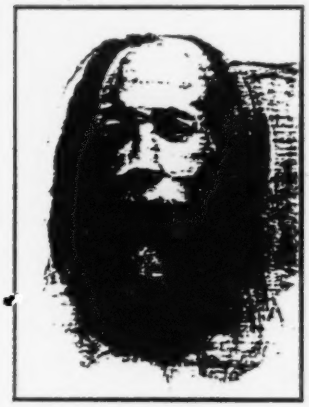
A Perfect Partnership

CD Project, Arts Council Champion Same Cause

The Community Discovered and the Nebraska Arts Council make good partners because both champion the same causes and both strive to help teachers become better at educating the state's young people.

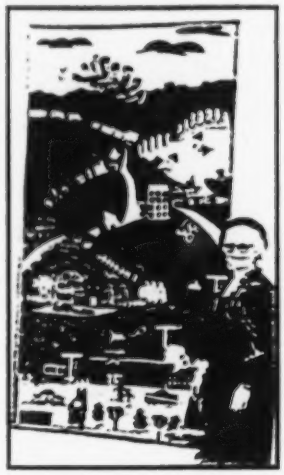
Marty Skomal, director of arts education, said the arts council, which is a state agency, and The Community Discovered project collaborate in two ways:

• The council sponsors the Prairie Visions Consortium for Discipline-Based Art Education. Its summer institute draws about 40 Community Discovered participants each year.



A sketch of Idu Maduli

• The council includes a roster of about 100 artists-in-residence. The Community Discovered recently has used artist Julia Noyes and storyteller Idu Maduli to assist project educators and their partners.



Julia Noyes

Both organizations believe that the arts must be viewed as a body of knowledge in itself, Skomal said.

The collaboration between the council, which receives funding from the state and the National Endowment of the Arts, and The Community Discovered is important, Skomal said, because Nebraska is a state with limited resources and a smaller population. "We can't afford to duplicate efforts. A symbiotic energy occurs because of this cooperation."

The council's mission is to promote the arts, cultivate resources and support excellence in artistic endeavors for all Nebraskans.

The Prairie Visions Consortium, which began in 1987, aims to establish the visual arts as a regular academic discipline, along with core subjects, including mathematics, science, history and the language arts.

The consortium is a network of educators, school districts, artists, colleges and universities that provides nationally recognized professional development opportunities in the visual arts for K-12 classroom teachers and art specialists.

The summer institute, which runs from June 14-19 at the Joslyn Art Museum in Omaha, involves intensive interaction with art in a museum setting. Teachers work in small, collaborative groups with an emphasis on active, reflective learning.

Artists-in-residence have become an important ingredient of The Community Discovered project.

Noyes, a Lincoln muralist and gallery owner, worked with the Grand Island, Lexington, Westside and Winnebago school systems. Student projects ranged from water colors to murals.

Maduli has fascinated students in all five Community Discovered school districts through his African custom of using animals as story characters. He provides students with nonthreatening tales of good judgment and moral values.

Go Site Seeing

Please share your favorite URLs by sending an email to: cheise@esu3.esu3.k12.ne.us

ArtsEdge
http://artsedge.kennedy-center.org/
ArtsEdNet
http://www.artsednet.getty.edu
See Lynne B. Clement's highlights of the Annual Board Meeting at:
http://artsedge.kennedy-center.org/nb.html

➤ EVALUATION

These measurements are online surveys, online reflections, online skills instruments, online dialogue processes and online submissions.

The Community Discovered project can be proud of its national leadership in the use of online instruments. Several of the other national Technology Innovation Challenge Grants now are learning from The Community Discovered project and are attempting to initiate some of their own online instruments, communication procedures and feedback processes.

As such national projects move forward to represent the best innovations in the use of technology in education, it will be important for project evaluation teams to parallel these efforts by striving for the best innovations in the use of technology in the evaluation process.

➤ DEVELOPMENT

materials, activities and assessments, but ensure their relevancy to the goal.

- Promote a social environment for the purposes of supporting, as well as challenging, the learner.
- Provide a conceptual framework and encourage the learner to develop a learning goal that is worthy within it.

This professional development approach must be modeled by The Community Discovered staff and participants so they can guide students through the challenges they will face in the 21st century. The Community Discovered is a community of learners. Engaged learners grow according to their expectations by setting goals and making commitments. The challenge will be to set goals, to get involved and to grow.

➤ TECHNOLOGY

With proper training, teachers and students are learning how to be discriminative processors of information.

To see some examples of how teachers and students are implementing technology into the curriculum, stop by the street fair in each participating district this spring. Call The Community Discovered office to inquire about dates and times. These street fairs provide an opportunity for teachers and students to showcase the exciting things that are happening in classrooms as a result of The Community Discovered grant.

May

12 Winnebago Street Fair

Nebraska City New Participants' Orientation - Location TBA **28**

June

1 Westside & Winnebago New Participants' Orientation - CEC

Grand Island & Lexington New Participants' Orientation - Kearney **2**

8 Omaha Public Schools New Participants' Orientation - Northwest High School

14-19 Prairie Visions Summer Institute

20-26 New Participants - NMAA Trip

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The Community Discovered

VISION

Summer 1998

The Search for Meaning Through the Integration of Art and Technology in K-12 Education

CD Project, Apple Computers Partner to Put Technology To Good Use

Mark Billington knows Apple computers and The Community Discovered project make a good pair.

Billington, Apple's account executive for Nebraska, said The Community Discovered is a way for the computer company to showcase its latest equipment and its advances in technology. In return, the grant project gets to benefit from the expertise of Apple's training staff and the use of its product.

All six Community Discovered school districts have Apple computers, Billington said.

"They get to take advantage of the things we offer — software and training."

One example: An Apple trainer worked with District 66 students and staff to help build a virtual reality tour of murals found in some Nebraska post offices. Students "stitched" the photos together to create a 360-degree effect.

"Wherever you point your mouse, that's what you see," Billington said.

Billington listed other ways Apple Computers is helping The Community Discovered participants:

• Donating QuickTime Virtural Reality authoring software.

• Providing multimedia training to several participating school districts. Participants learned how to

See "Apple" Page 4

eSchool Online Turns Classrooms Into Virtual Learning Environments

Tom Albertsen has special plans for his sixth-grade class.

Last year, he teamed with another sixth-grade instructor, Lisa Schmucker, to bring eSchool Online technology into their District 66 classrooms.

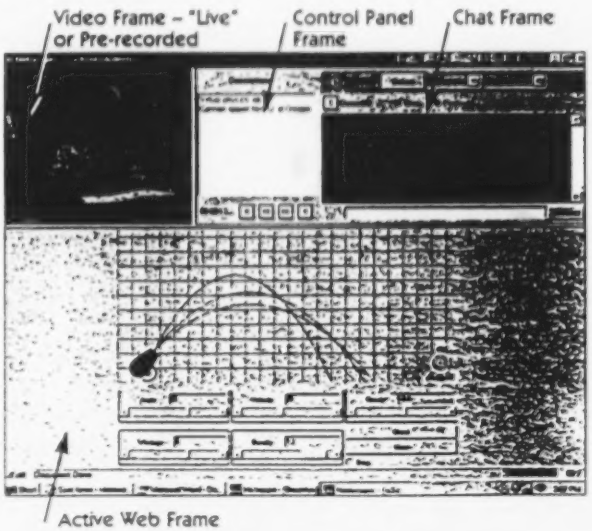
Together, they introduced their students to the artist Georgia O'Keefe through concurrent educational video, World Wide Web material and online chat discussions.

This year, Albertsen wants to author his own pushed web pages, tailor them to his school's curriculum and plug them into eSchool software.

The Community Discovered and ACTV Net Inc., a New York-based technology company, joined forces in 1997 to bring eSchool to Nebraska. Three Community Discovered school districts — Omaha Public Schools, Lexington and District 66 — use the educational software.

"eSchool helps us to fulfill our mission of integrating art and technology in the classroom," said Ron Abdouch, The Community Discovered director.

Emile Courreges, ACTV project manager, said eSchool Online creates a virtual learning community by combining relevant Web material with moderated chat and other media, including educational video, in one simple interface. Here's how it works:



An educator selects a topic to use in his or her classroom. The instructor finds an educational video that focuses on the topic. In Albertsen's case, he found a video about O'Keefe that had aired on the Public Broadcasting System.

eSchool Online staff search for web sites about the topic. They create a "playlist" of relevant web pages and questions timed to appear at key points in the video.

The video runs in the upper-left corner on a DOS/Windows computer. The web sites are viewed on the bottom half of the monitor. A chat frame is in the upper-right corner, with the control panel frame between the video and chat frames. In Albertsen's case, students viewed the tape prior to logging onto the eSchool site because video streaming is not available on Macintosh computers.

Courreges said eSchool Online allows instructors to focus on what they do best: teach. "We do the time-intensive work," he said. "Instructors can select their topics and we locate the supporting materials – the web sites."

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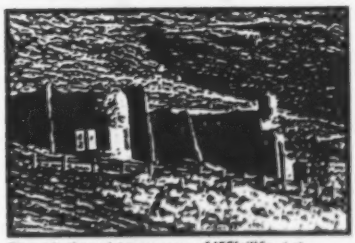
Partners i

NMWA

By Ponteir Sackrey,
Internet Project Director
www.wildlifeart.org

The National Museum of Wildlife Art's web site is finally live. After seven months of consultation with The Community Discovered teachers and museum staff, and lots of hard work, www.wildlifeart.org is online. In designing the web site, Jane Lavino, Elaine Patridge, Charlotte Reynolds and Emily Smith joined the effort. They are grateful to all the CD members for their invaluable support and advice.


The National Museum of Wildlife Art

As a general introduction to the web site, it might be helpful to review the museum's educational philosophy, and provide an overview of the online curriculum.

The museum's education department is dedicated to providing exceptional educational programs to students of all ages. The goal is to offer a multi-disciplinary approach to educational programs using the museum's collections, temporary exhibits, scholars, film archives and museum staff to present a broad-based and diverse approach to arts education.

Programs focus on subjects such as art history, American history, conservation, wildlife biology, ecology and cultural anthropology. Connections between people, wildlife and art are central themes to educational programming at the NMWA. Located in northwest Wyoming in Jackson Hole, the museum's remote site intensifies the importance of outreach efforts, such as the Internet.

Educational programs on the newly launched web site include a traveling trunk program — self-contained units that cover topics ranging from mammals of Yellowstone to western folk arts. Also included is the Pathways curriculum, a program to integrate science and art, and to increase environmental literacy. Finally, a description of the museum's regional outreach program titled "There's An Art to Education" is included.

By mid-September, the American Bison curriculum will be online. This curriculum will use selections from the museum's permanent collection to teach concepts related to the species' near extinction and consequent impact on the Plains Indians, the bison's physical attributes and present-day efforts to preserve the species.

Once the image files reach a certain level, a search index will be added so online visitors may research by artist, date, type of animal, type of medium and other parameters.

Teachers searching for a particular image that is not currently online are asked to send a request to info@wildlifeart.org. If the order can be accommodated, expect the image to be online within 30 days, if not sooner.

NMAA

By Sherwood Dowling
Project Director
http://www.nmaasi.edu

Longtime visitors to the National Museum of American Art's web site realize that the museum is constantly adding material: new virtual exhibitions, such as Posters American Style; new scholarly attractions, such as the online version of the journal American Art; and new interactive features, such as the museum's online reference desk.

An unintended consequence of these energetic efforts is a web site with a wealth of visual and contextual resources where even a regular visitor may be unable to find needed material. This can be a problem for educators faced with curricular needs and little time to browse the museum's web site.

Using The Community Discovered participants as a test bed, NMAA has undertaken several initiatives to facilitate discovery and retrieval of web site resources. The first, redesign of the web site search engine (reported in the winter edition of this newsletter), was a direct result of information provided by CD focus groups. The second initiative involves increasing basic access to the fundamental building blocks of museum web site applications, images of the permanent collection. To that end, the museum hired Catherine Beverly.

Beverly is an experienced programmer and well known within the Smithsonian after devoting countless hours to the institution as a volunteer. A lifelong learner, Beverly has dreamed of working at the Smithsonian: "I've always loved being in a rich learning environment and I wanted to participate in conveying that experience to others."

Digital images are created for the museum's web site from 4 X 5 color transparencies. Beverly checks each transparency for defect, such as scratches, color shifts and imperfections, and manages the contract for professional scanning and digitization to Pro-Photo CD. The Pro-Photo basic 16 file is used to derive a 4 megabyte tiff file using Photoshop. The derivative file is color corrected, cropped as necessary and output into standard file sizes for use on NMAA's website. Beverly adopted a tiered approach in building NMAA's digital image collection. New photography by the museum's photo lab is automatically sent for digitization. The second tier consists of exhibition-related photography and images requests for use by The Community Discovered participants.

The third tier is made of special collections that already have cleared copyright. Using this approach, Beverly adds about 200 images to NMAA's web site each week.

Sheldon

By Karen Janovy
Curator of Education
http://sheldon.unl.edu

The Sheldon Gallery staff is eager for The Community Discovered teachers — newcomers and veterans — to visit the museum to see its real objects, and to use the web site for classroom visits with their students.

In addition to working on the exhibitions included in this update, members of the Sheldon staff have been busy this summer completing a new resource for the web site. Sheldon Selections II: Nebraska's Ethnic Heritages features some of the most important artwork in the museum's collection. The choices for this resource are based on the cultural heritages of Nebraskans. These multiple heritages and cultural traditions, as a result of generations of ethnic assimilation in this nation, long have been integral to and reflected in one's choices of

The Community Discovered
PARTICIPANTS

GRAND ISLAND PUBLIC SCHOOLS

Sue Rasmussen, Site Coordinator

1996-1997 Participants

Joan Brown	Engleman Elementary School
Susan Burch	Professional Development Center
Betty Desaire	Seedling Mile Elementary School
Beth Dwyer	Knickrehm Elementary School
Jill Klingman	Walnut Middle School
Barbara Persinger	Jefferson Elementary School
Guy Roggenkamp	Walnut Middle School

1997-1998 Participants

Jerome Dubas	Walnut Middle School
Susan Francis	Wasmer Elementary School
Loretta Greene	Gates Elementary School
Joanne Hoos	Shoemaker Elementary School
Becky Junker	Seedling Mile Elementary School
Janet Schutz	Walnut Middle School
Colette Sorensen	Shoemaker Elementary School

1998-1999 Participants

Robert Fickes	Walnut Middle School
Selena Gonzales-Mingus	Lincoln Elementary School
Christy Hewitt	Lincoln Elementary School
Doreen Lueders	Gates Elementary School
Gregory Ulmer	Senior High School
Mary Unger	Walnut Middle School
Jennifer Van Winkle	Barr Middle School
Rahn Vander Hamm	Senior High School

LEXINGTON PUBLIC SCHOOLS

Colleen Bowker, Site Coordinator

1996-1997 Participants

Kathleen Garrelts	Sandoz Elementary School
Sue Kulhanek	Bryan Elementary School
Vicki LePorte	Lexington High School
Diana Underwood	Lexington Middle School
Fritz Weinhold	Pershing Elementary School

1997-1998 Participants

Deb Harkless	Lexington Middle School
Sandy Meyer	Lexington High School
Robert Sankey	Lexington Middle School
Lynn Sykes	Bryan Elementary School
Kathy Woods	Pershing Elementary School

1998-1999 Participants

Barb Hicken	Morton Elementary School
Tammy Kenton	Lexington High School
Julie Myers	Morton Elementary School
Vicki Richman	Lexington High School

NEBRASKA CITY PUBLIC SCHOOLS

Linda Engel, Site Coordinator

1998-1999 Participants

Michael Little	Nebraska City Middle School
Carleen Plog	Northside Elementary School
Joel Sunderman	Nebraska City Middle School
Kris Surette	Hayward Elementary School

OMAHA PUBLIC SCHOOLS

Steve Bross, Site Coordinator

1997-1998 Participants

Suzanne Arkfeld	Northwest High School
Denise Arnold	Northwest High School
Sandy Bock	Northwest High School
Rich Cupich	Northwest High School
Wanda Duff	Northwest High School
Carol Gibilisco	Northwest High School
Mark Seaberg	Northwest High School
Mary Wall	Northwest High School
Patricia Weddle	Northwest High School

continued

1998-1999 Participants

Tina Buda	Adams Elementary School
Mark Carnevalo	Northwest High School
Renee Kent	Northwest High School
Rebecca Sharpe	Adams Elementary School
Ronal Sykes	Northwest High School
Blake Tippens	Northwest High School
Robert Tobin	Northwest High School
James Wherrett	Picotte Elementary School

WESTSIDE COMMUNITY SCHOOLS

Colette de Frey, Site Coordinator

1996-1997 Participants

Tom Albertsen	Hillside Elementary School
Thomas Brown	Westside Middle School
Marla Fries	Sunset Hills Elementary School
Bill Hayes	Westside High School
Linda Leary	Hillside Elementary School
Mark White	Hillside Elementary School
Teresa Workman	Westside Middle School

1997-1998 Participants

Jamie Beran	Westgate Elementary School
Sally Calhoun	Hillside Elementary School
James Campbell	Prairie Lane Elementary School
Rosy Conrad	Paddock Road Elementary School
Judy Freeland	Hillside Elementary School
Lisa Schmucker	Paddock Road Elementary School
Jan Villotta	Oakdale Elementary School

1998-1999 Participants

April Bridwell	Paddock Road Elementary School
Michelle Graham	Swanson Elementary School
Therese Jensen	Swanson Elementary School
Donna Johnson	Underwood Hills Elementary School
Jane Kessler	Westside Middle School
Ruby Morrisett	Westside Middle School
Jill Robison	Westside Alternative School
Donna Sorensen	Swanson Elementary School

WINNEBAGO PUBLIC SCHOOLS

Rhonda Heise, Site Coordinator

1996-1997 Participants

Dale Mette	Winnebago Public School
Tina Rickett	Winnebago Public School
LaRita Stewart	Winnebago Public School

1997-1998 Participants

Tammy Carson	Winnebago Public School
Tiffanny Heese	Winnebago Public School
Jean Knapp	Winnebago Public School

1998-1999 Participants

David Arledge	Winnebago Public School
Pamela Buchholz	Winnebago Public School

Progress

Edgerton's .30 Bullet Piercing an Apple

food, clothing, music, athletics, and societal celebrations and traditions. They also have been powerful influences in society's visual language in the fine arts.

This new resource highlights 20 of the museum's artists and documents the strengths of the nation's richness of diverse cultures as reflected in their artwork.

The 1998-99 Sheldon Statewide Traveling Exhibition, Robert Henri: a Nebraska Legend, opens in Chadron, Neb., on Aug. 24. Other Nebraska venues are North Platte, Sept. 26-Oct. 30; Grand Island, Nov. 1-27; Holdrege, Nov. 29-Jan. 8; Aurora, Jan. 9-29; Fremont, Jan. 31-Feb. 26; Beatrice, Feb. 28-March 26; Columbus, March 28-April 23; McCook, April 25-May 28; Cozad, May 30-July 3; Cambridge, Aug. 1-Sept. 3; York, Sept. 6-Oct. 1; and Nebraska City, Oct. 3-29.

Sheldon's community programs coordinator, Nancy Dawson, will work with docents in each of those communities to present the most dynamic tour for students. Plan to visit one of these sites so students can see the real artwork.

Henri's "Gypsy Girl in White"

Sheldon Gallery's 1998-99 exhibition schedule is an exciting one that provides many opportunities for interdisciplinary programming. Here are some highlights:

From Sept. 18 through Dec. 6 is Different Voices: New Textile Art from Poland, which is an extraordinary exhibition featuring contemporary Polish textile art embodying the social identities and creative impulses of the Polish avant-garde.

The Art of Science: Documenting the Unseen, the Photographs of Harold Edgerton continues through Sept. 13. Through his inventive use of the stroboscope, Edgerton achieved an international reputation in the scientific and artistic communities. The stroboscope enabled Edgerton to freeze movement by using an exposure of less than one-millionth of a second, which produced photographs of amazing, almost surreal clarity. Edgerton's most familiar works are presented in this exhibition of 61 photographs donated to Sheldon in 1997 by the Harold and Esther Edgerton Family Foundation.

Joslyn

By Margaret Proskovec
Assistant Curator of Education
http://www.joslyn.org

Education services are an essential part of the mission of Joslyn Art Museum. From a variety of school tours to outreach trunks and the web site at www.joslyn.org, Joslyn serves as an important educational resource for Nebraska schools. Here are some of the new programs Joslyn offers this fall:

Teacher in-services are African-American Art Outreach Trunk, Nov. 16 from 4 to 5:30 p.m. Show Me a Story exhibition, featuring relationships between literature and art, is Oct. 12 from 4 to 5:30 p.m. Arts of Asia, the newest addition to Joslyn's permanent collection, is Dec. 7 from 4 to 5:30 p.m.

New tours include Animal Hide & Seek, for kindergarten students. This tour introduces young visitors to Joslyn's collection with an "animals in art" tour.

Available after Oct. 12 will be Dragons in the Mist, which introduces students in grade 3 and older to the art and culture of China, India, Japan, Korea and other Asian countries.

A new "touch tour" is available for visually impaired visitors.

Special exhibitions during the fall semester include Visions and Voices: Native American Paintings from the Philbrook Museum, which explores the stylistic evolution from early Native American flat-style hide and easel painting to more abstract works. The exhibition runs from Aug. 29 through Oct. 25.

Images from the Floating World: Japanese Prints from the Collection of Joslyn Art Museum runs from Oct. 10 through Jan. 10. It features Japanese prints from Joslyn's permanent collection and accompanies the re-opening on Oct. 10 of the long-term installation of a broad selection of Asian art from Joslyn's and other collections.

Two exhibitions featuring the work of Swiss artist Karl Bodmer are touring throughout Nebraska and the region during 1998-99. Each show includes 41 prints that chronicle the historic journey across North America and up the Missouri River by Bodmer and Prince Maximilian of Wied in 1832-34. The touring exhibitions are accompanied by educational programs and materials, including a teacher packet with slides. Sites and approximate dates for the fall semester are:

- September — West Nebraska Arts Center, Scottsbluff, Neb.
- October-November — Sioux City Art Center, Sioux City, Iowa
- November — Rock County Public Library, Bassett, Neb.

MONA

By Sue Reiber
Coordinator
http://monet.unk.edu/mona

The Nebraska Museum of Art is getting ready for its first western art sale, which will be held Oct. 9-10. Spirit of the Great Plains will bring together 35 artists from eight states — half of whom are from Nebraska — for gala weekend activities. The exhibition continues through Nov. 21.

Open-ticketed viewing will be available before the sale on Oct. 8. Two- and three-dimensional art will be featured with many theme-neutral pieces depicting the Plains through landscapes, portraits and wildlife images.

Peale's "Buffalo Hunt on the Platte"

On Aug. 15, a new show will begin in the Hitchcock Childrens Gallery. This exhibit will focus on real and imaginary "beasties."

See "Partners in Progess" Page 4

Apple

continued from page 1

incorporate text, graphics, still images, video and audio into presentations.

• Providing training for CD staff to use the video-editing stations used by each school district. Participants can use the systems to turn raw video footage into professional-quality videos. They can incorporate background music and create transitions for the footage.

In return for the assistance and donated equipment, Apple benefits in several ways:

First, trainers get to work with students and educators. For example, students worked in Apple's booth at the Nebraska Association of Education Technology. Students also presented their work during the annual conference.

Second, they get to see their product in action.

"Technology is pretty useless unless you know how to use it," Billington said. "It ends up being a box in the corner. We help them put our product to good use."

Partners in Progress

continued from page 3

Workshops coordinating with the show will be hands-on art activities for children. A storytelling workshop, in the morning on Oct. 3, features storyteller Nancy Duncan as Baba Yaga with an afternoon concert for families following.

A new director is now onsite at the museum. He is Dr. Sam Umland, previously with the University of Nebraska at Kearney. Dr. Umland was dean of fine arts and has an English background with film experience. He wrote his doctoral thesis on the theme of literature and related visual arts paintings.

Laurie Hardin, acting director, now is museum curator. Former interim director Dr. Gary Zaruba will continue his duties at UNK as full-time art professor.

Two of MONA's galleries now will be devoted to its permanent collection. Teachers will be glad to hear that these two north galleries will be constant for the next year, excluding Oct. 8 through Oct. 16. The art mounted in these galleries is portraits and landscapes from the "artist," "explorer," "pioneers" and "first Nebraskans" time periods represented on the MONA web site. Two of the pieces exhibited are Robert Henri's 1910 painting of "Miss Eulabee Dix in her Wedding Gown" and Titian Ramsay Peale's "Buffalo Hunt on the Platte."

Vision

Ronald G. Abdouch, Project Director

Send comments and address changes to
The Community Discovered
3534 South 108th Street
Omaha, NE 68144-4999

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• 1998 — Issue No. 3 •

September

Judy Harris Workshop — The Community Discovered Professional Development

December

Unit Planning Ron Cisar, Songs of Art and Nature — The Community Discovered Professional Development

February

Theresa Heyman and Sarah Neubert Presentation at the Sheldon — The Community Discovered Professional Development

March

TBA — The Community Discovered Professional Development

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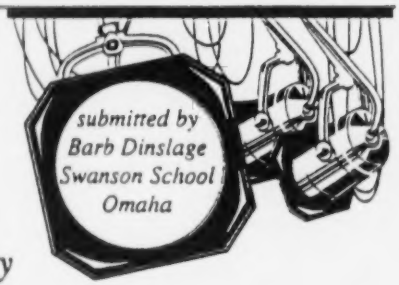
Appendix N:

News and Public Relations Excerpts

Teachers in the

Spotlight



Add Pizzazz to your Lessons!—Incorporate Art & Technology

Synopsis:

This year-long program meets the needs and learning styles of my students on a daily basis. I have discovered that integrating art and technology adds a wonderful dimension to everyday lessons or units of study. Since the inception of this program, the children have become familiar with the Internet (which includes skills of reading, writing, and communicating), downloading artworks, researching the lives of famous people, and learning to use the computer for a variety of creative writing experiences. This program "meshes" my lessons and gives the children continuity in their day to day learning. This program "ignites" the learner and proves to be a challenging and exciting way for my students to achieve their fourth grade goals—we do not cover the curriculum, we uncover it.

The reluctant and "special needs" students have benefited greatly from this integrated program. They are eager to search the net (and *read* the new-found information), compose stories, create HyperStudio stacks, and share these experiences with others. They become active learners in the classroom environment, and because of the successes they experience, they gain the confidence needed to achieve and progress.

Curriculum Description:

This is a year long interdisciplinary program which focuses on the works of some the world's greatest artists. Throughout the year we study various artists whose works compliment a content area or theme. The students use the computer to research and learn about the life and times of various artists, study their different styles, and examine samples of their art work. Emphasis is placed on the many unique contributions of artists from diverse cultures and backgrounds. The class experiments with various types of media during art lessons. The students then discover for themselves which media they prefer and are given the freedom to make choices during art-related assignments.

The objective of this program is two-fold: to gain historical knowledge through the study of artworks—many artists have become recorders of our history; and to instill tolerance, respect, and acceptance of different cultures and beliefs.

The students get quite involved in a Plains Indian study in conjunction with their Nebraska Studies curriculum. They research the seven tribes in books and on the World Wide Web. They also read materials to find information on the Indian's way of life. They gather valuable information about Karl Bodmer's artworks and facts about the Indians way of life by using the web. The class creates teepee villages using clay, paint wonderful pictures of moccasins, dream catchers, and medicine wheels, and design their own piece of "hide" using brown paper. These paper creations become containers called "parfleches".

For language arts each student writes a story about the day in the life of an Indian child. After the rough draft of each story has been proofread, the children use the computer to edit and type the final copy of their stories. They are displayed so that everyone can read and enjoy them.

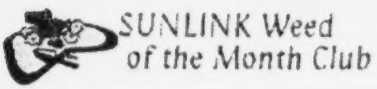
During the study of mountain men, we focus on Albert Bierstadt known for his landscape paintings of mountains. Landscape and sunset scenes are created by the use of chalk pastels. We download images from various art museums.

The pioneer unit, which includes the Civil War and slavery, integrates the artworks of Winslow Homer, Frederick Remington, Charles Russell, and Jacob Lawrence. At this time cultural diversity is emphasized.

The Internet becomes quite popular while studying the Oregon Trail. Each student keeps an old fashioned journal depicting an imaginary trip to Willemette Valley in Oregon. They are divided into groups of four or five and become a "family". The Hyperstudio "Oregon Template" I developed is used to document their trip. This not only encourages cooperative learning, but also provides each child with a sense of belonging and a feeling of ownership.

We discovered fourth grade "keypals" at Duniway School in Portland and kept them informed of our journey on the trail using the Internet. This included the landmarks seen, troubles encountered, and other adventures along the 1800 mile

Paula's Favorite Sites



Weed of the Month Club

http://www.sunlink.ucf.edu/weed/default.html

The SUNLINK Weed of the Month Club is an effort to help provide school library media specialists with guidelines and suggestions for weeding their collections a little at a time as well as for adding quality materials. The project idea and specific suggestions came from other media specialists via LM_NET, a listserv for library media specialists, and SUNLINK's Weed of the Month will parallel a similar effort taking place throughout the country. A section of school library media collections will be identified each month as a weeding target.

This site selects a section of the media center to weed and lists the types of books that should be eliminated from a collection because they are outdated, inaccurate or misleading. A bibliography of new materials to replace those that are weeded is provided. This is a good way for media specialists to stay current with updating their collections.

Internet Public Library

http://www.ipl.org/

This is like walking into your own public library. The number of links to reference materials, newspapers, periodicals, and on-line texts is remarkable. There is a youth section that has lots of fun and educational stuff to see and do. Kids can play math games, take a tour around the world, or do some fun science experiments; they can also find jokes and stories. A teen section has some of the following categories: Arts and Entertainment, Books and Writing, Career and College, and General Homework Help. And the best thing about this site is that it is free!

BCK2SKOL

http://web.csd.sc.edu/bck2skol/fall/

A New Class on the Net for Librarians with Little or No Net Experience

This site is a free electronic library classroom for librarians and media specialists. A set of 30 lessons in telecommunication tools can be downloaded and printed. Besides general Internet tools, other lessons deal with topics such as free speech, junk mail, and "netiquette." There also are many "hotlinks" that connect to sites that may be of interest. After each lesson, there is a bibliography of "Electronic Web Resources," print materials, and assignments.

Cyberbee

http://www.cyberbee.com/

CyberBee, a busy little bumblebee zooming around the Internet scouting out curriculum treasures.

Cyberbee is an on-line Internet magazine for children, parents and teachers. Articles on technology, curriculum integration ideas, and web construction, design and evaluation instructions are given. Periodically, there are on-line activities in which children can participate. Lots of clip art and kid web sites are included.

This is the first in a continuing series of articles submitted by Paula Ashford, Media Specialist at Abbot School in Millard. Paula is also on the NETA Board of Directors. E-mail Paula at: pashford@millard.esu3.k12.ne.us

Kids Connect: American Library Association

http://www.ala.org/ICONN/kidsconn.html

Are you a Kindergarten-12th grade student looking for information on the Internet for a report or project to do for school? Let KidsConn, the on-line question answering and referral service, help you out!

I first came across this website at NETA a year ago. A group of volunteer librarians answers research questions on-line from students. The replies to the questions are returned within two days. The reply usually includes suggestions of good Internet resources as well as other print resources that might be helpful. Most replies refer the student back to his/her school media specialist. There is also a link to Kids Connect Favorite Web sites for K-12 students. So, for those very hard-to-find answers, this is a good site for students and librarians who need answers. ❖

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"imaginary" trek. The students from Oregon responded by sending information about Willemette Valley and the state of Oregon. The students were anxious to meet these "keypals" individually, so we had lessons on letter writing skills and corresponded on a one to one basis.

While studying the cowboy we communicated with a Canadian cowboy who we "accidentally" found while doing a Web search on cowboys. We learned a lot about the ranches of today and some cowboy "lingo". We downloaded a piece of artwork by a Mexican artist named Jimenez. A thumbnail description on the artist and his sculpture was included. This information was found at the National Museum of American Art. The artwork is a fiberglass sculpture of a Mexican cowboy.

Each student was required to do a four card Hyperstudio stack on a famous Nebraska person. Once they completed the requirements, they were allowed to enhance the stack with their own creative ideas.

Springtime brings a study of plants in science. Georgia O'Keeffe becomes an important part of the lesson. The students once again use World Wide Web to search for information about this artist. During art they create large flower drawings using water color paints.

In social studies we study the southwest region of the United States. The children are introduced once again to O'Keeffe, but this time we concentrate on her southwestern art. Another strand to the Southwest studies is the Pueblo storyteller dolls created by Helen Cordera. The object of this lesson is to learn the culture of the Indians of this region and how they have earned a living by creating and selling their arts and crafts.

The students conduct a research within their own family to find a good "family" storyteller. The story and autobiographies are typed using a word processor. An autobiography HyperStudio stack, utilizing many buttons and links, is created by each child. The use of the QuickTake Camera and the Quick Cam is introduced at this time. They learn to sculpt with clay and create their own storyteller doll in which they must include themselves as one of the "listening" children. The storyteller project in social studies merges very well with the autobiography lesson in language arts.

The Endangered Species Unit is studied in science. The two other subjects integrated into this unit are: *art* with Andy Warhol's Endangered Species series of African animals; and *literature*, which focuses on African folk tales. The creative art lesson is about mechanical artwork using a photocopy of an endangered animal of their choice, and doing a crayon resist. This is a simulation of the procedure often used by Warhol. Each child then writes an animal folk tale using an endangered animal. They also write cinquains that pertain to the animal.

The children use the web extensively during this unit. The children create graphs about animals and learn about spreadsheets in ClarisWorks at the same time.

Norman Rockwell and Charles Wysocki's artworks are used for descriptive writing in language arts. Their works illustrate American life and humor, which are familiar themes that children can easily relate to in their writings. Using the word processor for composing stories becomes very common in the lab.

This program instills an appreciation of art, an understanding of the diversity of cultures, and places historical periods in a sequential time-line. The students become immersed in this learning environment because they are interested in the topics and issues presented. My challenge as a teacher is to capitalize upon and expand these interests. I must make available to each child the best possible means to explore and discover by using a variety of resources.

Throughout the year the students become involved in a learning process that is very contagious. Excitement is generated when a student discovers new and exciting information—cooperation and collaboration are ongoing. I keep a record of

(continued on the next page)

How Far Have I Come?

I have been teaching for 30 years and am convinced that technology/computers are unquestionably the only tool in education that has made such a profound difference in my **teaching—and student learning!**

I have gained confidence in the technology component of my teaching due to the fact that District #66 and the Community Discovered has made training and workshops accessible. Many good lessons have surfaced, and it is essential for the district to continue the training and keep our technology on the cutting edge. The freedom and encouragement I have received to create a learning environment for my students is invaluable.

I have integrated art and technology with various subjects areas into the curriculum. I have the freedom to create, explore, make errors, and continue to revamp the integration of my units. I organize the academic procedures step by step, experiment with the students, and continue to monitor, evaluate, and adjust. My units are a constant "work in progress".

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students' growth, and parents, too, contribute information about their child's progress.

When presenting a new unit, I give a checklist with the criteria and requirements I expect to be fulfilled by each child. This list is given to each child and another list, along with a letter of explanation, is sent home to parents . Many options are included so the children have the opportunity to make choices—a variety of learning styles are involved in my planning. This type of program "hooks" the students and motivates them to search for information and answers. They learn *how* to learn and not *what* to learn.

> *"It is the curriculum of the school and the quality and amount of time devoted to its various parts that define the opportunities students will have to become 'literate' in various fields that animate and give substance to our culture. In this sense it can be reasonably argued that the school's curriculum is a mind-altering device."*
> *Elliot W. Eisner*

Submitted by Barb Dinslage, Swanson School, 8600 Harney St., Omaha, NE 66114, (402)390-6485❖

Teacher Spotlight

If you can share a success story related to technology in the classroom, we'd love to print it in our "Teacher Spotlight". For making the contribution, you will receive a coupon good for the 1999 Spring conference T-shirt. Contact Linda Dickeson, phone (402) 436-1630 or e-mail <neta.lps.org> with a short summary to see if your story can be included in a future issue!❖

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Web Sites:

ANIMALS:

Rain Forest: http://www.christiananswers.net/kids/guestbook.html

http://www.caboose.com/a1topics/portland_zoo/photo1.htm

Zoonet Image Archives: http://www.mindspring.com/~zoonet/gallery.html

http://www.spokane.net/cattales/

Springer Spaniel: http://www.ici.net/cust_pages/hallal/hallal.html

Birmingham Zoo: http://www.bhm.tis.net/zoo

Yahoo Search: http://www.yahoo.com/search.html

Lion Links: http://www.frontiertech.com/gallery/liinter.htm

http://www.excite.com/Subject/Education/K-12/Elementary_Schools/United_States/s-index.h.html

Threatened Habitats: http://gaia.earthwatch.org/WWW/Tthreatenedhabitats.html

Apes and Monkeys: http://www.mindspring.com/~zoonet/apes.html

ART

Andy Warhol Museum: http://www.warhol.org/warhol/

African Art—Aesthetics and Meaning: http://www.lib.virginia.edu/dic/exhib/93.ray.aa/African.html

Endangered Species Art: Shim Schimmel: http://www/terra/met/artonline/aol/sch.html

Smithsonian Natural History Homepage: http://nmnhwww.si.edu/nmnhweb.html

Guide to Museums and Cultural Resources on the Web: http://www.lam.mus.ca.us/webmuseums/northamerica/art.html#United States

Guide to Museums and Cultural Resources on the WeB: http://www.w3.org/hypertext/DataSources/bySubject/Literature/Overview.html

millART: http://www.esu3.k12.ne.us/districts/millard/millART/millART.html

Batuibak Museum of American Art: http://www.nmaa.si.edu/

BLACK HISTORY

Coretta King Award: http://www.ucalgary.ca/~dkbrown/coretta.html

Jacob Lawrence: http://www.nmaa.si.edu/whj-guide.html

http://www.nmaa.si.edu/nmaa/images/fullgifsub/artist_l/lawrj01b.gif

Wild West Homepage: http://www.cs.umu.se/~dphln/wildwest/index.html

Cowboys: http://www2.infoseek.com/NS/Titles?qt=cowboys

STORYTELLER DOLLS

Pueblo: http://www.abilene.com/art/wright/tigua.html

http://www.laplaza.taos.nm.us/about_la_plaza/index.html#mud

RICH JANDA/THE WORLD-HERALD

Art Mural Gives Students Brush With History

At Underwood Hills Elementary School, 9030 Western Ave., 32 sixth-graders are taking part in an art project with the help of Lincoln artist Julia Noyes. The students are using an airbrush technique to create a mural of Nebraska landmarks. Working on the project, from left, are 12-year-old students Brittney Koopman, Liz Zach, Kristina Ertzner, Kyle Baines and Justin Anderson. The mural is being done through a Community Discovery Grant.

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Nebraska City News-Press
August 17, 1998

Art, technology appreciation to be fostered through grant

Heidi Lowthorp
Staff Writer

Students in Nebraska City's classrooms will have another way to use technology and learn more about the art field when classes resume this fall.

The district has been invited to join The Community Discovered, a program which "searches for meaning through the integration of art and technology in K-12 education."

The Community Discovered is a five-year grant project that links technology and the arts with other subject areas to transform the education of K-12 students.

The focus of this project is to develop constructivist curriculum models or engaged student learning using technology and the resources of the Internet.

"This grant is a nationally recognized successful project," said Linda Engel, Nebraska City School District's technology coordinator.

Engel wrote the grant proposal for the district to participate in The Community Discovered.

"I am very excited about our district's being named as a participant and look forward to my job as site facilitator to see that the goals of the project are met locally," Engel said.

Nebraska City Superintendent Keith Rohwer said, "We're really excited to be a part of this program. The bottom line is providing more opportunities for our students."

Linda Engel

Rohwer wanted the district to join The Community Discovered for two reasons: to enhance its use of technology, and to further integrate the arts into its curriculum.

Engel said The Community Discovered allows students to see digitized images on the Internet of works of art at various museums around the country and state.

"The Community Discovered will develop art appreciation in the students, Engel said.

She said art education is important in the district's curriculum. "We don't want to let art become trivialized and only show the pictures," Engel said.

Classroom discussion could center on the artist, materials used, history of the period and the message the artist is trying to send, Engel said.

She said some examples of what could be done in other classrooms are writing poems about what a student sees, examining photographs from a historical era, composing music for a slide show of art images.

She said in Nebraska City and southeast Nebraska, the history and ideas are unlimited as to what can be studied.

The Community Discovered supplies technology needs for each district which includes five computers and software for each local participant.

Staff development for software, constructive learning, and the program itself are also provided for the local participants, Engel said.

Local participants include Engel, Mike Little, Nebraska City Middle School art teacher, Joel Sunderman, SMCS instrumental music teacher, Kris Surratt, Nebraska City Hayward Elementary School fourth grade teacher, and Carleen Plog, Nebraska City Northside Elementary School fourth grade teacher.

These five teachers received

See Grant, page 10

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Grant

From page one

two weeks of summer training through the grant. The week of June 14 was spent at Joslyn Art Museum in Omaha, and the week of June 21 was spent at the National Museum of American Art at The Smithsonian in Washington, D.C.

Engel said the group went to the postal museum, which tells how Americans were put back to work after World War II painting murals in area post offices.

She said there was a special mural exhibit at the museum while the group was there.

Local participants also visited the Holocaust Museum which has an "awesome impact," Engel said.

Engel said the grant specifically prefers not to involve art teachers. The Community Discovered tries to bring art into other classrooms and curriculum.

Each local participant is recruiting a partner for this coming school year. The current participants and their partners, who have to be teachers in the district, will share the grant information and equipment.

Engel said the partner will then become a participant in the next year's activities.

Currently only fourth through eighth grade students will benefit from The Community Discovered grant, Engel said.

There are no high school participating teachers, but Engel said through the partner system, other levels of education may be included.

Engel said she may find a partner at the Nebraska School for the Visually Handicapped to help bring that school into the program as well.

She said there are sound sculptures that the NSVH students could appreciate, and other types of art that are better suited for NSVH students.

Engel said because NSVH is not in the Nebraska City School District, they won't receive a computer, but the schools could share the non-financial benefits of the education.

Because of its closeness to Nebraska City, the Sheldon Art Gallery in Lincoln would be Nebraska City's "special partner," Engel said. "We will utilize their location," Engel said.

She said teachers involved in the program can e-mail a participating museum and ask them to prepare images of a specific theme to be studied or talked about in the Nebraska City classroom.

Nebraska City students in the program will also be able to have "key pals" in other grant schools. Key pals, Engel said, are similar to letter pen pals, but all correspondence will be made on the computer.

Engel said this grant program "brings a lot of advantages to the student. Kids have access to art technology and resources."

While the program lasts five years, this fall will begin its fourth year. Engel said Nebraska City will only be able to participate for two years.

Engel said even when the two years are over, some of the program's resources will still benefit the school district.

She said the district may develop a local system to do the same thing as what The Community Discovered promotes.

At the end of the grant, Engel said the five new computers will become property of the Nebraska City district.

With the equipment still in place, Engel said the district will still be able to access some of the museum web sites.

There is no local control of the grant money, Engel said, and it is hard to put a dollar amount on the local share of the grant.

Overall, she said, The Community Discovered program is a "multi-million dollar grant."

The Community Discovered project goals include: 1. To enable students to achieve high academic standards in core subject areas;

2. To provide students and educators equity in access to information and museum resources at the state and national levels;

3. To enable educators to effectively use appropriate technologies for constructivist teaching and learning;

4. To enable educators to implement effective curricula incorporating the arts and technology in core subject areas;

5. To create a national network of educators to support the development and implementation of appropriate learning strategies integrating technology and the arts with other core subject areas.

The Community Discovered is one of the original 19 projects funded by the U.S. Department of Education, and was first offered in 1995. Since then, Engel said two similar grant programs have started in Nebraska.

An orientation day, which was May 28, is required for the grant. Attending the orientation day with local participants, representatives from the Westside School District, The Community Discovered directors and members of the University of Nebraska at Omaha evaluation team. Also required for participation is a unit plan to use art technology and post it on The Community Discovered web site. Engel said an archive of lesson plans is being built for those schools in the program.

The program is evaluated through the University of Nebraska-Lincoln and the U.S. Department of Education in Washington, D.C. by site visits.

Participating school districts in Nebraska include Grand Island, Lexington, Nebraska City, Omaha Public, Westside in Omaha and Winnebago.

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Rural counties stand to benefit the most from the county relief fund, while more urban counties will receive more aid from the prisoner reimbursement, Wickersham said.

In perhaps the most significant override of the day, lawmakers voted to eliminate a $20 million property tax relief fund created last year and transfer the money back into the state's general fund.

The bill, LB110, also gives $9.7 million to educational service units for funding of core services. The Legislature overrode the governor's veto on a 33-7 vote.

With $20 million back in the state general fund, lawmakers had more room for an override of LB1120. The bill will provide $3.6 million yearly for consolidated fire districts. The bill, Wickersham's priority measure this session, would encourage consolidation and prohibit the formation of any new fire district outside a consolidation.

The bill will give $10 per resident to a consolidated district that holds within its boundaries 80 percent of the residents of any county.

Education, local access keys to state's telecommunications futu

BY VICKI MILLER
IANR Science Writer

Nebraska's future economic success largely depends on how well residents harness the possibilities and opportunities that computers and associated information-sharing technologies offer.

Recent University of Nebraska research showed that 84 percent of Nebraska organizations in the sex employment sectors surveyed have access to personal computers. "Local access to the Internet is necessary to reduce the friction of space," said John Allen, NU Institute of Agriculture and Natural Resources rural sociologist.

To help develop plans for bringing Nebraskans into the information age, NU's Center for Rural Community Revitalization and Development and the state Division of Communications surveyed people in different employment sectors on their computer experiences.

Nebraskans are not lagging in the information age, the survey found. Eighty-eight percent of respondents reported having access to a computer at work, 76 percent said a computer was available at a library, 70 percent had computer access at home, and 69 percent had access at school.

Sixty-six percent of respondents believe that knowledge about information technology enhances their status in an organization. When asked about their computer skill level, 41 percent ident selves as beginners, 40 percer are intermediate users, and said they're non-users.

Ninety percent of responden high schools, colleges and should provide training, whil see employers as responsible and 78 percent think vendors a er stores should provide traini

The survey can help NU Extension, community college leges and individuals who pro tion, Allen explained. "We doing this so people could sa need out here. Let's reallocat sources and focus on that,'" he

LHS hosts Tech Fair

You are invited to attend the first annual Community Discovered Tech Fair being offered by teachers and students in the Lexington School District. Some exciting projects and activities have been taking place and this is the student's chance to share some of that excitement.

At the fair, students will be sharing projects completed, projects in the works, art demonstrations, and Museum website demonstrations on the internet. Many students in Lexington Schools should be able to share with you about the Integration of the Arts and Technology in their classroom. Please come visit the Tech Fair anytime between the advertised hours.

The Community Discovered Tech Fair Open House will be at the Lexington High School community room on Mon., April 20, from 5:30 to 7 p.m.

Arbor Day trees

Ten free shade trees will be given to each person who join tional Arbor Day Foundation during April 1998 as part of the it Foundation's Trees for America campaign. The ten shade Red Oak, Sugar Maple, Weeping Willow, Green Ash, Thornle locust, Pin Oak, River Birch, Tuliptree, Silver Maple and Red

"These trees were selected to provide shade and beauty, a ety of forms, leaf shapes, and beautiful fall colors," John Ros Foundation's president said.

The trees will be shipped postpaid at the right time for pl April or May with enclosed planting instructions. The six inch trees are guaranteed to grow or they will be replace charge. To become a member of the Foundation and receiv trees, send a $10 contribution to Ten Free Shade Trees, Arbor Day Foundation, 100 Arbor Ave., Nebraska City, NE April 30, 1998.

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statewide program wants to participate and has not received the mailing, don't let that stop you! Give your local Nebraska Department of Roads' office a call and sign up.

During the 1997 Trash-Off, 652 miles of highway received a much needed spring cleaning. The Nebraska Department of Roads wishes to thank all Adopt-

they have provided to their fellow Nebraskans. Adopt-A-Highway coordinator Jaime Huber says, "no price can be placed on the time spent by Nebraska's volunteers. We are deeply in their debt. As a Roads' employee, I am very proud to be involved in this most successful grassroots effort."

For more information, contact

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Bosses Eyes Only

Secretaries Day is April 22nd, Don't wait 'til the last mi

She won't forget, and now won't either! You rely on h

SCS Update Spring 1998 Vol 9 No. 1

Program links sculpture and technology

NMAA project includes public sculpture in curriculum model

by Woody Dowling

As educational practices move away from memorization and toward participatory models, museum collections are ideal resources for K-12 classrooms. The Smithsonian's National Museum of American Art (NMAA) has established a program designed to integrate activity-based educational methods with technology.

NMAA's most ambitious educational telecomputing project is *The Community Discovered: The Search for Meaning Through the Integration of Art and Technology in K-12 Education. The Community Discovered* is a five-year project funded by a U.S. Department of Education Challenge Grant through 2001. The project links technology and the visual arts with other subject areas, and focuses on developing curricula that engage students as they learn. Nine Nebraska school districts will participate in the full range of project activities. Five districts selected to date are Westside Community Schools, Grand Island Public Schools, Winnebago Public Schools, Lexington Public Schools and Omaha Public Schools.

How does public sculpture fit in this picture? A wide variety of subjects can be found in outdoor sculpture—science, history, art, social studies. The NMAA's National Arts and Humanities Education Program module, *Public Sculpture: America's Legacy*, emphasizes the use of public sculpture in developing school curricula at all levels. Other themes are Latino art, post office murals, folk art, storytelling, and performing arts.

Photo courtesy Gene Young

Lynn Sykes, a teacher at Byran Elementary in Lexinton, Nebraska, participates in a role-playing activity.

Each July, 65 Nebraska teachers attend a one-week summer workshop held at the NMAA. During the public sculpture day, NMAA educator Faye Powe presents a slide talk, and participants form small groups with each taking a role as artist, patron, critic, public, or politician.

Each team is asked to collaborate on a public sculpture design for an assigned site, such as a historic location, downtown park, or entrance to the city. Participants use modelling clay to execute their design and explain their creations to the entire group. Teeming with fresh ideas, the participants return to Nebraska to design two curricula units for two consecutive years.

NMAA formed special interest groups (SIGs) to help project participants integrate all six themes into their curricula. The public sculpture SIG is coordinated by Donalyn Heise, *Community Discovered's* art and technology coordinator. The public sculpture web site is http://communitydisc.wst.esu3.k12.ne .us/html/sigs/pubsculpt/default.html. In addition to suggested topics for classroom use, these public sculpture Web pages include links to a variety of resources including curricula developed by other teachers.

A second Web site is also under construction. Mónica Sanjur is building NMAA's site, which will support educational telecomputing. The site will feature material from *Public Sculpture: America's Legacy* and explore allegorical figures, celebrations, heroes and leaders, monuments to memory, war memorials, and community and environment. A prototype of the site should be available by the end of this school year. Curricular activities will range from state history represented by public sculpture for fourth graders to investigating conservation and treatment in high-school chemistry courses. The students who participate in these activities will understand that public sculpture is a part of their own lives—not an esoteric artifice reserved for others. ■

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News Release

May 1, 1998

For Immediate Release

Omaha Students Visit Winnebago Pals

On Tuesday, May 5, the students in Tammy Carson's fifth-grade class in Winnebago will host Jamie Beran's fifth-grade class from Westgate Elementary in Omaha. The Omaha students will tour the Winnebago school, meet with tribal storyteller David Smith, and learn about Native American artifacts, costumes, and dances.

The visit is the culmination of a year-long project between the two classes, whose teachers are both participants in the U.S. Department of Education Technology Challenge Grant, "The Community Discovered." Throughout the year the classes have exchanged e-mail and have even shared their classroom assignments with one another, bringing about an exchange of ideas and information about their cultures and lifestyles.

Using the school's computers and Virtual Reality software, the Omaha students will take the Winnebago students on a 'virtual tour' of Westgate. Beran and Carson hope the Winnebago class can visit Omaha at a later date, at which time the Westgate students will show them how to create their own multi-media presentation.

Teachers and students creating connections with other teachers and students across the state — that's what The Community Discovered is all about! And these teachers at Westside and Winnebago are making it happen!

For more information, contact Rhonda Heise at Winnebago Public Schools, 402/878-2224.

NEBRASKA DEPARTMENT OF EDUCATION

Douglas D. Christensen, Commissioner
Polly Feis, Deputy Commissioner

301 Centennial Mall South • P. O. Box 94987 • Lincoln, Nebraska 68509-4987
Telephone • 402-471-2295 (Voice/TDD) • Fax 402-471-0117

March 11, 1998

Ron Abdouch
Project Director
Community Discovered Project
Westside Community Schools
909 South 76th Street
Omaha, NE 68114-4599

Dear Mr. Abdouch:

On behalf of the Department of Education, thank you for your participation on Saturday in the Commissioner's Showcase Conference on Technology, jointly sponsored by the Department and the Milken Family Foundation. We were grateful that the weather did not interfere with the conferrence any more than it did, but as residents of Nebraska, I guess we all understand.

I know the people present were able to learn from the materials you exhibited, and hopefully they will have another opportunity to hear you speak about Community Discovered: The Search for Meaning Through the Integration of Art & Technology in K012 Education. Best wishes with your project, and thank you again for being there on Saturday.

Sincerely,

Douglas D. Christensen, Ph.D.
Commissioner of Education

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State Board of Education

Kathleen McCallister President District 8 3027 South 49th Avenue Omaha, NE 68106-3953	Katherine Endacott Vice-President District 5 Route 1, Box 120A Pleasant Dale, NE 68423	Kimberly J. Peterson District 1 1521 SW 14th Street Lincoln, NE 68522	Ann Mactier District 2 3811 North Post Road Omaha, NE 68112	Beverly J. Peterson District 3 108 South Park Avenue Oakland, NE 68045	Rick C. Savage District 4 3203 Tarrany Street Omaha, NE 68123	Terry Loschen District 6 601 North Webb Grand Island, NE 68803	Kathy Wilmot District 7 Route 1, Box 6 Beaver City, NE 68926

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STATE OF NEBRASKA

EXECUTIVE SUITE
P.O. Box 94848
Lincoln, Nebraska 68509-4848
Phone (402) 471-2244

E. Benjamin Nelson
Governor

September 15, 1998

Mr. Ronald Abdouch
Project Director, The Community Discovered
Westside Community Education Center
3534 South 108th Street
Omaha, NE 68144-4999

Dear Ronald:

On behalf of Governor Nelson, I would like to thank you for your kind invitation to participate in the planning of The Community Discovered's First K12 Academic Virtual Conference.

While Governor Nelson would like to attend every event, unfortunately, it is not always possible. He is disappointed that previously scheduled commitments will not permit him to join you on September 24th .

The Governor thanks you for extending the invitation. Please accept his best wishes for a successful event.

Sincerely,

Susie Landow

Susie Landow
Scheduler

SKL:je

An Equal Opportunity/Affirmative Action Employer

Printed with soy ink on recycled paper

J. ROBERT KERREY
NEBRASKA

United States Senate

WASHINGTON, DC 20510-2704

June 30, 1998

Mr. Ronald G. Abdouch
Project Director
The Community Discovered
3534 South 108th Street
Omaha, Nebraska 68144

Dear Mr. Abdouch:

Thank you for the book **Posters American Style**. I was glad to have the opportunity to visit with the Nebraska Teacher's Workshop on Thursday, June 25, 1998.

As you know, the **Education Technology Innovation Challenge Grants** are important for Nebraskans. I am especially pleased to see the **Community Discovered** continuing to reach a greater number of students and teachers.

Again, thank you for the gift as well as the opportunity to meet with you. Good luck as you continue your fine work in the future.

Sincerely,

J. Robert Kerrey

JRK:jbb

NEBRASKA DEPARTMENT OF EDUCATION

Douglas D. Christensen, Commissioner
Polly Feis, Deputy Commissioner

301 Centennial Mall South • P. O. Box 94987 • Lincoln, Nebraska 68509-4987
Telephone • 402-471-2295 (Voice/TDD) • Fax 402-471-0117

May 13, 1998

Ron Abdouch, Director
The Community Discovered
Community Education Center
3534 South 108th
Omaha, NE 68144-4999

Dear Ron:

I am glad we had the opportunity to visit at the staff development meeting. It was good to talk with you and to hear about your interest in and willingness to support the Nebraska Art Teachers Association (NATA) Fall Conference. The conference is scheduled for October 9-10 in Lincoln on the University campus. We believe the conference program will be very informative for Community Discovered teachers, and hope several will take the opportunity to send a presentation proposal. In fact, perhaps you would like to present the entire project as a session.

Ron, you mentioned that you would like to co-sponsor the Friday evening reception with the Sheldon Art Gallery. Thank you being a partner for this conference. We will want to list you as a sponsor and introduce you that evening. The cost for the reception is estimated to be around $350.

When the conference brochure is ready, we will send a copy to you. An NATA conference mailer is going out in the next few days. More details will follow. I enclosed the resume of the artist who will be featured---Jesus Moroles. He has been featured on the Getty ArtsEdNet. Dr. Michael Day, National Art Education Association President, will also keynote.

I will call you when I return to the office on June 29. Thanks again for your interest.

Sincerely,

Sheila N. Brown, Director
Visual and Performing Arts Education

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State Board of Education

Kathleen McCallister President District 8 3027 South 49th Avenue Omaha, NE 68106-3953	Katherine Endacott Vice-President District 5 Route 1, Box 120A Pleasant Dale, NE 68423	Kimberly J. Peterson District 1 1521 SW 14th Street Lincoln, NE 68522	Ann Mactier District 2 3811 North Post Road Omaha, NE 68112	Beverly J. Pearson District 3 108 South Park Avenue Oakland, NE 68045	Rick C. Savage District 4 3203 Tammy Street Omaha, NE 68123	Terry Leschen District 6 601 North Webb Grand Island, NE 68803	Kathy Wilmot District 7 Route 1, Box 6 Beaver City, NE 68926

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SCHOOLS

Lexington reaps benefits of grant

BY JoAN KNAPPLE OLSON
Staff Writer

Lexington is reaping the benefits of a national Community Discovered Grant administrated by personnel from the Omaha Westside school district.

The school district, in 1995, was awarded $6 million dollars for five years by the U.S. Department of Education in a Technology Innovation Challenge grant.

According to Colleen Bowker, Lexington schools' instructor for gifted students and Community Discovered site coordinator, the purpose of the grant is to integrate arts and technology into the school curriculum.

Each year, Bowker said, selected teachers are given a computer and software and two weeks of training at the National Museum of American Art in Washington, D.C. Other trainings are held during the year at Nebraska locations. Bowker was selected for the program when Lexington was included in the project in 1996.

The Community Discovered grant pays for everything, Bowker said, even the teacher's substitute in the classroom when the teacher is gone to the trainings.

The state-wide project is directed by Ron Abdouch of Omaha. Abdouch said they have partnered with several museums for the project. The museums digitalize their art and put it on the internet. From there, classroom teachers can work with that art in their classrooms as they master the technology involved.

Abdouch said, "This is an educational reform project. We're integrating arts and technology into the K-12 curriculum by training teachers to use technology effectively, by working with it.

"Technology," Abdouch said, is progressing so quickly that what is relevant today may not be relevant 10 years from now.

"In order to keep up, our teachers need to know how to make the best use of that technology," Abdouch added.

Bowker said, "I have learned so much about technology and the arts, it's incredible.

"The project," Bowker continued, "is designed to enhance what teachers are already required to do, not to add to their workload."

Besides the training for the teachers involved, materials are provided to the schools which can pass the training on to other teachers.

Bowker said there are 25 Friends of the School that assist with choosing the materials and programs that are available to the school district through the grant funds. A board of four community members – Carolyn Fairbanks, Sue Fitzgerald, Mary Barmore, and Liz Richardson – assist with the final selection of the fine arts programs invited to Lexington.

Bowker said in Lexington, in addition to the training in technology, the CD grant funded the artist-in-residence programs with painter Julia Noves, 'Idu' the story teller, as well as the Omaha Opera production and the Nebraska Theater Caravan.

This month, Andrew Connors, the associate curator of the National Museum of American Art in Washington, D.C., will be in the Lexington schools and the Dawson County Historical Museum. His visit to Nebraska is funded by the CD grant.

Connors will lead activities in classrooms at Morton, Bryan and the middle school that the teachers can incorporate into their teaching and share with fellow teachers.

In a school assembly, and in selected classrooms, and at the museum, Connors will examine how elements of Native American, Spanish, French, Asian and African cultures have been adopted and altered to form the cultures of Mexico and how much this culture has influenced the United States.

Grant director Abdouch said the computers used by the museums and the training, if needed, to digitalize the artwork for on-line images is also supplied by CD grant funds. Museums involved in the project, according to Abdouch, are MONA in Kearney, the Sheldon Memorial Art Gallery and Sculpture Garden in Lincoln, the Joslyn Art Museum in Omaha, the National Museum of Wildlife Art in Wyoming, and the National Museum of American Art in Washington, D.C.

The project began in 1995 with Grand Island and Omaha Westside school districts participating. The second year Lexington and Winnebago joined them. Additional schools joined in the third year. Today in the fourth year of the project, six school districts are involved: Lexington, Grand Island, Winnebago, Omaha Public Schools, Nebraska City, and Omaha Westside.

Abdouch said each year another school district or two is added to the project and another 40 new participants join the project. "We continue to support each school district with adequate resources that we disperse with equality," he said.

Abdouch said, "We'll probably add another school district yet this year, but not next year. Next year will be our fifth and last year and we won't have time to send people to training and then give them time to apply what they've learned."

"The grant is a model grant," Abdouch continued. "The goal is to develop a model that others can use as an outline of the successes and challenges involved in integrating art with technology in the schools.

"We have an evaluation team set up to measure how the successes and concerns can help others. Among numerous indicators," Abdouch added, "we will measure how many teachers continue to use the arts and technology in their classes in the future."

The grant was written, according to Abdouch, by many people including people from the Nebraska Department of Education.

Omaha Westside school district is the fiscal agent for the grant.

C-H Photo • JoAn Knapple Olson

Colette deFrey, a staff member of the Omaha Westside school district, provides training to Lexington teachers Thursday as one of the benefits of the Community Discovered Grant.

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Westside Community Schools

For Your Information...

News Release
October 12-16

Contact: Peggy Rupprecht, Director of Communications, 390-2131

Monday October 12

United Way Assembly

Swanson Elementary -8601 Harney-Students at school hold an assembly to present donations to the United Way. Contact: Laura Croom 390-6485.

Art Curator Visits School

Oakdale Elementary-9801 W. Center Road-9:00am-Andrew Connors, curator of Latino Art at the National Museum of Art in Washington DC is coming for a presentation to kindergartners and fourth graders. Mr. Connors is showing slides of Latino art. Contact: Mary Arnold 39-0-6460.

Students Plant Trees

Rockbrook Elementary-2514 South 108th-2:30pm-Students from Rockbrook Elementary are planting trees with the Rockbrook Shopping Center behind the Quik Pik. Contact: Marla Fries, 390-6475.

Silver Dollar City

Prairie Lane Elementary 11444 Hascall-All week Student Council will raise money for the United Way by hosting "Silver Dollar City before and after school. Kids will bring any "silver" coins and pay to play carnival games. Contact: Diana Hiatt, 390-6470.

Ambassadors For Lunch

Westgate Elementary-7802 Hascall-Westgate salutes new students at the Ambassador table. Students serving as Goodwill ambassadors meet and greet the new students to celebrate their arrival. Contact: Mary Beckbest or Mary Jo Stegnan 390--6495.

Tuesday October 13

Methamphetamines Discussed

Westside High School-87th & Pacific-6:30-8:00pm-Wayne Roques a law enforcement officer with the DEA presents information surrounding methamphetamines and other drugs. Contact: Dawn Starr, 390-8333.

Omaha Symphony Visits

Westgate Elementary-7802 Hascall-the Omaha Symphony shares musical selections with students in third through sixth grade. Contact: Jim Otto, 390-6495.

Wednesday October 14

Getaway Gang

Westgate Elementary-7802 Hascall-They YWCA visits second and fourth graders to present an abuse awareness program. It gives children information about possible dangers and empowers them to say "no" Contact: Mary Jo Stegnan 390-6495.

Thursday October 15

Students "Bank Smart"

Underwood Hills Elementary-9030 Western Avenue-8:40am-9:15am-Commercial Federal Bank is sponsoring Smart Bank, a program to introduce fifth grade students to the concept of what money is, how money is used in our society, and to instill the importance of saving. The purpose of Bank Day is to make savings accounts available. An account is opened with a balance of $2 for every student whose parents fill out a permission slip. Contact: Suzy Jones, 390-6490

Students Present Musical

Prairie Lane Elementary-11444 Hascall-2:30pm & 7:30pm-Fourth through sixth grade students present musical program. Contact: Miekka Milliken, 390-6470.

Book Fair

Prairie Lane Elementary-11444 Hascall-School holds a book fair October 15-20. Contact: Diana Hiatt or Georgia Bishop, 390-6470.

School Days Musical

Loveland Elementary-8201 Pacific-7:00pm. Kindergarten and first grade students present a musical program for parents. Contact: Chrissi Bywater, 390-6455.

Symphony Visits

Loveland Elementary-8201 Pacific-9:15am. The Omaha Symphony Brass Quartet visits with students in grades 3-6. Contact: Rod Jones 390-6455.

Friday October 16

Spider Week Ends

Swanson Elementary-8601 Harney-All week students have been studying spiders. On Friday, students will end 8-legged week by creating spider hats. Contact: Michelle Parr or Susan Sloup, 390-6485.

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Westside Community Schools

For Your Information...

News Release
September 14-18

Contact: Peggy Rupprecht, Director of Communications, 390-2131

Monday September 14

Students Sign-up for Activities
Westside Middle School-8601 Arbor-Students sign up for school activities. The school has more than 35 clubs to choose from. Contact: Sue Evanich 390-6464

Tuesday September 15

Lessons on Mayan Culture
Rockbrook Elementary-2514 South 108th. Rockbrook 5th graders will give presentations on the Mayan culture. Contact: Marla Fries 390-6475.

Candidate Fair
Westside High School -87th & Pacific-11am to 1:30pm. American Government classes will hold a candidate fair in the Loge and Warrior Room. Contact: Tom Lammel 343-2749.

Wednesday September 16

Thursday September 17

Burger King Night
Sunset Hills Elementary-9503 Walnut-5:00-7:00pm. Families enjoy an evening with their business partner Burger King (90th & Center). Contact: Nancy Whitney, 390-6480.

Guest Artist Visits School
Rockbrook Elementary 2514 South 108th-1:15pm-Sydney Buchanan, an outdoor sculptor will be guest artist in the 3rd grade classroom. The project is part of a Community Discovered unit. Contact: Marla Fries, 390-6475.

Tips for Parenting
Westside Middle School-8601 Arbor Street-7pm to 9pm-WMS will host a "common sense" parenting class in the school cafeteria. Contact Sue Evanich, 390-6464.

Fun Plex Night Out
Westside Middle School students will spend the evening (6:30-9pm) at Fun Plex socializing and riding rides. The event is sponsored by the Booster Club. Contact Sue Evanich 390-6464.

High School Hosts Candidates
Westside High School 87th & Pacific-11am-1:30pm. WHS students host candidates for the Nebraska Unicameral. Contact Tom Lammel 343-2749.

Friday September 18

Ongoing Story

Artists at Work
Westside Middle School teams have voted on their team name and are currently working on designs for their team logo. Art students are working on the logo and voting will take place soon.

Send a Monarch to Mexico
Loveland Elementary -8201 Pacific- 3rd grade teacher Connie Willits and Spanish teacher Susan Rodda are involved in a joint effort to integrate the study of the migration of the Monarch butterfly and their study of the culture, geography, and language of Mexico. Students have created butterflies from paper and have written a personal message on them in Spanish. A paper buttefly will be sent back in the spring by a Mexican student describing himself or herself and information regarding life in Mexico. Contact: Rod Jones, 390-6455.

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Westside Community Schools

For Your Information...

News Release
October 26-30

Contact: Peggy Rupprecht, Director of Communications, 390-2131

Monday October 26

Principal Dyes Her Hair

Westside High School-87th & Pacific-Dr. Phyllis Uchtman put forth a challenge to raise money for the United Way. Whichever class raised the most money, Phyllis agreed to dye her hair their color of choice. She will wear her new "do" for a full week. Contact: Amy Wyscarver, 390-2130.

Students Plant Trees

Rockbrook Elementary-2514 South 108th-2:30pm-Students from Rockbrook Elementary are planting trees with Rockrook Village behind the Quik Pik. Contact: Marla Fries, 390-6475.

Bats Visit School

Loveland Elementary-8201 Pacific-9:15am-A representative from the zoo presents a program on bats. Contact: Denise Kueny, 390-6455.

Artist Comes to School

Paddock Road Elementary-3515 Paddock Road-Monday through Thursday. Artist-in-residence LaDell Stonecipher works with students on various art projects. She's been scheduled through Community Discovered. Contact: Gary Ohm, 390-6465.

Outdoor Education

Platte River State Park-Students from Hillside and Swanson Elementaries participate in outdoor education Monday through Wednesday. Contact: Amy Wyscarver, 390-2130.

Tuesday October 27

Kids Say "No" to Drugs

Rockbrook Elementary-2514 South 108th-2:00pm-3:00pm-Students from Westside High School come to Rockbrook to talk to 3-6 graders about staying drug free. Contact: Marla Fries, 390-6475.

Jack-o-lanter Contest

Loveland Elementary-8201 Pacific-Noon-The Student Government Association judges student created "jack-o-lanters." Contact: Susan Rodda, 390-6455.

Wednesday October 28

Wheat Program

Prairie Lane Elementary-11444 Hascall-8:45am-Members of the Volunteer Council will present a "Wheat Program" to second graders. Contact: Phyllis Choat, 390-2100.

Outdoor Education

Platte River State Park-Students from Loveland and Westgate participate in outdoor education Wednesday through Friday. Contact: Peggy Rupprecht, 390-2131.

Thursday October 29

Pick the Perfect Pumpkin

Rockbrook Elementary-2514 South 108th-9am-Students who've spent the last two days decorating their pumpkins will hold a contest to pick the perfect one. Contact: Marla Fries, 390-6475.

Friday October 30

Students make "Monster Stew"

Hillside Elementary-7500 Western-10:00am-11:00am. First and third graders are working together to make a Halloween stew. The school will also hold a Halloween parade at 2:00pm and Halloween parties at 2:30pm. Contact: Cindy Perry, 390-6450.

School Sponsors Haunted House

Hillside Elementary-7500 Western-6:00pm-9:00pm-The Hillside Community Club sponsors a haunted house as a fundraiser. Contact: Jim Stevens, 390-6450.

Students Hold Halloween Dance

Westside High School 87th & Pacific-Key Club is sponsoring an all-school Halloween dance with music, costume, scary movies, etc. All proceeds benefit Make-A-Wish. Contact: Nancy Mitchell, 343-2600.

Halloween Volleyball

Rockbrook Elementary-2514 South 108th-1:00-1:45. Sixth graders challenge teachers to a Halloween volleyball game. Afterwards, the school will hold a parade and parties. Contact: Marla Fries, 390-6475.

Ongoing

Authors Corner

Prairie Lane Elementary-11444 Hascall-11:00am-Every Friday, parents gather to watch children present stories they've written in class. After the presentations, many parents stay for lunch. Contact: Pat Dornacker, 390-6470.

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STATE OF NEBRASKA

EXECUTIVE SUITE
P.O. Box 94848
Lincoln, Nebraska 68509-4848
Phone (402) 471-2244

E. Benjamin Nelson
Governor

October 23, 1998

Ronald Abdouch
3534 South 108 Street
Omaha, NE 68144-4999

Dear Mr. Abdouch:

I want to thank you for participating in the 1998 Governor's Education Summit. Thank you for providing a display for the U.S. Challenge Grant Community Discovered Project at the summit. Your participation at the summit was important in illustrating the prominent role technology is playing in Nebraska's classrooms. Nebraska ranks among the top in the nation for the use of computers and student access to computers in schools. The Community Discovered display brought those statistics home.

Technology plays an important role in Nebraska's efforts to provide the highest quality educational opportunities for students across the state. Developing standards was the first step, but the second step of implementing standards and making standards reform work requires the ongoing work of partners in education. Technology is one of those partners to help increase student achievement levels.

I want to thank you again for your participation at the education summit. I appreciate your commitment and hard work toward quality education in Nebraska.

Sincerely,

E. Benjamin Nelson
Governor

An Equal Opportunity/Affirmative Action Employer

Printed with soy ink on recycled paper

October 15, 1998

Ron Abdouch
The Community Discovered
3534 So. 108th St.
Omaha, NE 68114

Dear Ron,

On behalf of the Nebraska Art Teachers Association, I would like to thank you and The Community Discovered for your support of the NATA 1998 Fall Conference. Your generous support made it possible for participants to enjoy a lovely reception on Friday evening at the Sheldon Memorial Art Gallery with artist, Jesus Moroles, and educator, Sarah Tambucci. The reception encouraged and allowed participants to make personal contact with these two individuals and helped set the tone for the conference. Thank you very much for this opportunity.

Sincerely,

Jeff Stern

Jeff Stern
NATA President
Westridge Middle School
1812 Mansfield Road
Grand Island, Nebraska 68803

Smithsonian curator to lecture in Lex

By C-H Staff Writers

An associate curator at the Smithsonian Museum in Washington, D.C., will be in Lexington Wednesday to deliver a lecture on the impact of Mexican art and music on the culture of the United States.

The curator, Andrew Connors, has put together traveling art exhibitions, videos, internet programs and written reviews and articles for audiences of all ages throughout the country.

Connors is an associate curator at the National Museum of American Art. His fields of research include Latino art, Native American art, United States material culture and folk art and craft.

Connors is currently working on two exhibitions: "Somos la Luz: Latino Art from the National Museum of American Art," which will begin a national tour in 2000; and "Spirited Objects: Traditional Craft for the 21st Century," which will open in Washington, D.C., in October 2000 and travel nationally.

His most recent exhibition, "Colonial Art from Puerto Rico," opened at the NMAA in October 1997.

In his lecture, Connors will explore the contributions Mexican culture has made to the development of art and music in the United States.

Contributions that have been made to the United States culture include formal works of art, popular songs (such as "La Bamba,") and foods, many of which have come as universal as ch and salsa.

Connors will explore roots of the influences t have created the artwork Mexico. Like the Uni States, many cultural grou have created the society Mexico. Connors will exami how elements of Native Am ican, Spanish, French, Asi and African cultures ha been adopted and altered form the rich cultures of Me co, and how this culture h influenced that of the Unit States.

The lecture is scheduled begin at the Dawson Coun Museum at 805 North Taft 6:30 p.m.

Prior to the lecture, Conno will spend a portion of his da at the Lexington Midd School, where he will speak t students and lead classroo activities.

Connors grew up in Co orado. He received his bache lor of arts degree in architec ture and art history from Yal University in 1984. He has pur sued studies toward a Ph.D. i folklore at George Washingto University.

Among his many art anc cultural presentations, in 199 Connors compiled a recordin and booklet of songs and sto ries for children – "A Fish That's A Song." The album received numerous awards, including a Notable Children's Recording award from the American Library Association and a Parents' Choice Recording Award.

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tion.

■ The Wellness Connection will hold a program, **"An Intro to Yoga"** on Monday, Oct. 12, at 7 p.m., at the Community Health and Fitness Center, 1600 W. 13th, in Lexington. Certified instructor Jan Ericson will work with students on breathing, movement and posture exercises. The center will offer yoga classes beginning Oct. 19. For more information, call Pat Samway at Tri-County Hospital, 324-5651.

■ Andrew Connors of the Smithsonian Institute in Washington, D.C., will lecture on **"Mexico in the Art and Music of the U.S."** on Wednesday, Oct. 14, at 6:30 p.m. at the Dawson County Museum. The public is invited to attend. This will follow a daytime visit and lecture to two Lexington schools.

■ Betty Menke needs leftover washable pastel yarn from your craft projects. She crochets afghans for disabled children. If you want to share with her, please call 324-3499.

■ Al Martin, commander-in-chief, VFW Post 5136, and Mona Longly, Auxiliary president, announce that National Senior VFW Vice-Commander-in-Chief John W. Smart will stop in Lexington Wednesday, Oct. 14 for a membership and get-acquainted drive in Nebraska. The event will take place at Heartland Museum at 2:30 p.m. Enjoy a visit, cookies and coffee. Also in attendance will be State Commander Tony Gallardo, formerly of Lexington. Members of

friends, finger food and enjoy.

■ **"An Art on the Farm Holiday Boutique Sneak Preview"** will be the topic at a community brown bag lunch session Oct. 20 from noon to 1 p.m. at the Grand Generation Center, 403 E. Sixth St. in Lexington. Kathy Nell will show a sampling of local artisans' work. Individuals attending the session may bring their own sack lunch or buy their meal at the center if they make their reservations by 9:30 a.m. the day of the session. The brown bag lunches are free. The next session, "Herbs and Their Uses," will be Nov. 3. For more information, contact the Lexington Center at (308) 324-5936.

■ Keep Lexington Beautiful cordially invites you to a **Volunteer Appreciation Reception** Sunday, Oct. 11, from 2:30-4:30 p.m. at the Methodist Church, 201 West 8th St. in Lexington. There will be an awards presentation at 3 p.m. Volunteers who are unable to attend should call the KLB office at 324-7986 to arrange to pick up their certificates.

■ The Elm Creek Chapter of **Ducks Unlimited** will have its banquet Saturday, Oct. 10, starting at 6 p.m. at the Elm Creek Community Center. Tickets can be purchased ahead of time or at the door. For tickets or information, contact Dave Eilers at 987-2156 or Rich Marshall at 856-4739.

■ Alcoholics Anonymous meetings are held nightly at the brick building at the corner of Highway

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LEXINGTON AREA CHAMBER OF COMMERCE

COMMUNITY HAPPENINGS

HEARTLAND MUSEUM RECEPTION The VFW and Heartland Museum of Military Vehicles will host a reception for the National Senior Vice-Commander in Chief of VFW during his visit to the area on Wednesday, October 14, at 2:30 PM, at Heartland Museum in Lexington. The public is invited.

"MEXICO IN THE ART AND MUSIC OF THE U.S."! The Community Discovered Challenge Grant Project, of which Lexington is a participating school, is funding activities by Andrew Connors from the Smithsonian Institute, Washington D.C.. Mr. Connors will present an assembly in the Lexington Schools focusing on the Latino Art Collection at the National Museum of American Art. He and other staff members will be leading activities in classrooms. On Wednesday, October 14, at 6:30 PM, at the Dawson County Museum (805 N. Taft) in Lexington, Mr. Connors will be lecturing on "Mexico in the Art and Music of the U.S.". The public is invited to attend this informational evening. If you have any questions, call Colleen Bowker, Community Discovered Site Coordinator for Lexington Public Schools at 324-4681.

"MUCH ADO ABOUT MURDER!" On Sunday, October 18th at 2:00 PM and Monday, October 19th at 7:30 PM, Lexington High School will be presenting an audience participation mystery called "Much Ado About Murder!" The play will take place at the Lexington Middle School (1100 N. Washington) in Lexington. There will be refreshments served this year at the conclusion of the play. Tickets are $4/Adult; $3/Child; kindergarten & under FREE. Activity Tickets will be honored. Tickets can be purchased by calling 324-3886. Leave your name, phone number and the number of tickets and we'll get them to you. Tickets can also be purchased from Drama students at the Lexington High School.

MUSEUM ART GALLERY EXHIBIT! Folk Art from the Museum of Nebraska Art will be featured in the Dawson County Museum's Art Gallery for the month of October. Sponsors of this unique show is the Lexington Area Arts Council. Dimmed lights emphasize the need of preservation for these delicate antiques including felted rugs, a quilt, papier mache